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ABSTRACT

This report reviews the status of federal programs for children with exceptionalities in the context of the major changes resulting from the 1997 reauthorization of the Individuals with Disabilities Act (IDEA). An analysis by the Council for Exceptional Children (CEC) notes the effectiveness of the Act, failure of the federal government to meet promised levels of federal fiscal support, and CEC's recommendation that the training, research, and development functions of Part D programs be funded at six percent of the overall annual appropriation for IDEA. Introductory tables and graphs summarize data on FY (fiscal year) appropriations for federal programs for the education of exceptional children and the number of children served under IDEA by disability during 1997-1998. Twenty-three brief vignettes illustrate the success of these programs in the lives of parents, teachers, and others. The major portion of the report analyzes individual IDEA programs with information on appropriations, authorizing provision, purpose, who receives funding, kinds of activities supported, recent funding history, funding considerations, and CEC recommendations. Programs covered include State and Local Grant Program, Preschool Grants, Early Intervention Program, and Support Programs (State Program Improvement Grants, administrative provisions, research and innovation, personnel preparation, studies and evaluations, technical assistance and information dissemination, technology development and media). Similar information is provided for gifted and talented grants. (DB)

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FISCAL YEAR 2000 FEDERAL OUTLOOK

FOR

EXCEPTIONAL CHILDREN

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JULY 1999

Budget Considerations and CEC Recommendations

Public Policy Unit
The Council for Exceptional Children

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The Council for Exceptional Children

CEC: Leading the Way
The Council for Exceptional Children (CEC) is the largest professional organization committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies, setting professional standards, providing continuing professional development, and assisting professionals in obtaining conditions and resources necessary for effective professional practice.

CEC: The Unifying Force of a Diverse Field
A private nonprofit membership organization, The Council for Exceptional Children was established in 1922. CEC is an active network of 59 State/Provincial Federations, 900 Chapters, 17 Specialized Divisions, 300 Subdivisions, and individual members in 61 countries.

The CEC Information Center: International Resource for Topics in Special and Gifted Education
The Council for Exceptional Children is a major publisher of special education literature and produces a comprehensive catalog semiannually. Journals such as *TEACHING Exceptional Children* and *Exceptional Children,* and a newsletter, *CEC Today*, reach over 100,000 readers and provide a wealth of information on the latest teaching strategies, research, resources, and special education news.

This annual publication provides up-to-date information on appropriation considerations for federal programs directly affecting special education. CEC is pleased to present its recommendations to assist policy makers and others concerned with the provision of appropriate services for children and youth with exceptionalities.

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FISCAL YEAR 2000
FEDERAL OUTLOOK
FOR
EXCEPTIONAL CHILDREN

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Public Policy Unit
The Council for Exceptional Children

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FOREWORD

The Council for Exceptional Children (CEC), the largest professional organization of teachers, administrators, parents, and others concerned with the education of children with disabilities, giftedness, or both, annually publishes the *Federal Outlook for Exceptional Children*. The *Outlook* is designed to explain federal programs for children with exceptionalities and the important needs that each of them meet. CEC hopes that a better understanding of such programs will lead to increased support and advocacy for services for children with disabilities and giftedness.

This is a particularly significant edition of the *Outlook* for CEC since the recently completed reauthorization of IDEA has reaffirmed the need for a strong federal role in the education of children with exceptionalities. This edition of the *Outlook* reflects both the major redesign of the support programs and the renewed commitment of the Congress to a more meaningful fiscal partnership with states and local communities of the nation. In addition, this *Outlook* contains new success stories about the children who benefit from early intervention, special education and gifted programming to convey the necessity of continued funding for FY 2000 and subsequent years. Also included in the information given on each program are CEC's recommendations on program funding levels.

While the constant drumbeat for cutting federal spending continues to grow louder, CEC finds itself in a position of advocating for greatly increased federal support for services for exceptional children. We believe that by investing in the education of our nation's children, we are enabling individual growth and productivity that will ultimately lead to financial independence and an adult life of dignity and self-fulfillment. The dollars spent on our children now are well worth the rewards both they and America will receive in the long run.

Nancy D. Safer

Executive Director

BUDGET OVERVIEW

The Individuals with Disabilities Education Act (IDEA) is a powerful civil rights law with a long and successful history. More than 20 years ago, Congress passed Public Law 94-142, a law that gave new promises, and new guarantees, to children with disabilities. IDEA has been a very successful law that has made significant progress in addressing the problems that existed in 1975. With the recent reauthorization, the IDEA Amendments of 1997 show that Congress is strongly committed to the right to a free appropriate public education (FAPE) for all children with disabilities. Close to 6.1 million children with disabilities are now receiving special education and related services.

Federal research shows that investment in the education of children with disabilities from birth throughout their school years has rewards and benefits, not only for children with disabilities and their families, but for our whole society. We have proven that promoting educational opportunity for our children with disabilities directly impacts their ability to live independent lives as contributing members of society. Today, infants and toddlers with disabilities receive early intervention services; most children with disabilities attend school together with children without disabilities; and young people with disabilities learn study skills, life skills, and work skills that will allow them to be independent and productive adults. The number of young adults enrolled in post-secondary education has tripled, and the unemployment rate for individuals with disabilities in their twenties is almost half that of their older counterparts.

When IDEA was originally passed, up to 40% of the excess cost of special education was promised by the Federal government, with the remaining balance to be met by the local communities and states. Over the years, while the law itself continues to work and children are being educated, the intended cost-sharing partnership has not been realized. Thus, the Federal government's participation in helping to bear the cost of educating children who have special needs has not been met. CEC applauds the Congressional commitment to IDEA that was demonstrated in the last 2 years' needed appropriations. We congratulate Congress for this "down payment" towards the partnership. However, local and state governments desperately need additional fiscal relief. There should be an appropriation by Congress to live up to the promise to fund IDEA because it is needed, it is appropriate, and it is the right thing to do.

The Administration has disregarded special education to promote its new education initiatives. To effectively implement the IDEA Amendments of 1997 (IDEA '97), funding is needed for extensive improvement in collaboration between special and general education. The IDEA Amendments of 1997 mandate, among other priorities, comprehensive teacher training; new materials and resources for teachers and students, such as those that employ universal design; and effective alternative placements for students with disabilities who exhibit dangerous or violent behavior. These reforms simply cannot be made without a substantial increase in federal funding.

On January 21, 1997, "The Safe and Affordable Schools Act," (S.1) was introduced by Senators Coverdell, Lott, Coats, Gregg, and Bond. Title IV of this Act, proposed by Senator Gregg, would authorize appropriation levels that would begin to fully fund IDEA by increasing them by $1 billion in FY 1998, and $1.5 billion in the subsequent 6 years. This potential increase in funding would allow local communities to improve in all areas of education and would relieve some of the pressure on the communities and local taxpayers. Increased investment in education is vital to secure America's future and meet the challenges of record enrollments, growing student needs, and rapidly advancing educational technology.

The need to fully fund IDEA '97 was further strengthened by a hearing held on May 13, 1998, by the House Committee on Education and the Workforce entitled "First Things First: Review of the Federal Government's Commitment to Fund Special Education." On April 22, 1998, both the House and the Senate Committees responsible for education issues held an unprecedented joint hearing that addressed IDEA '97 implmenetation issues. Fully funding IDEA '97 was reinforced by the June 16, 1998 House passage of H. Res. 399, which urges Congress and the Clinton Administration to "fully fund" the Federal government's obligation to IDEA, which was reaffirmed in IDEA '97 as 40%. In addition, it calls on Congress and the President to give IDEA funding the highest priority among federal education programs.

In April 1999, The House of Representative passed H. Con. Res 84, urging Congress to fully fund special education programs, and to recognize that it should receive top funding priority at the K-12 level. The resolution does not recommend taking funds from existing federal education programs that currently serve students.

The problems children, families, and teachers face are increasingly complex. The strategies of yesterday are not adequate to educate children who live and grow in increasingly turbulent times, who survive childhood diseases or accidents that formerly were fatal, or who are born very prematurely. It is essential that the training, research, and development functions of *IDEA Part D* continue to drive improvements in all aspects of practice, and keep pace with the changing priorities of IDEA. These support programs provide a way to study solutions to many of the problems that have been identified, to ensure their validity before making them widespread practice, and to proactively address emerging issues.

The Part D programs, whose precursors were initiated in the Eisenhower years, have provided the critical infrastructure in such areas as: research, professional preparation, technical assistance, technology and support, and dissemination of information that make an effective early intervention and special education program a reality for each child. With the recent reauthorization which consolidated the 14 support programs into 5, CEC is very concerned that all of the essential activities of these programs are maintained and funded at levels necessary to support the important directions in teaching and learning that undergird the 1997 reauthorization.

With this in mind, CEC is recommending $372.4 million for Part D for FY 2000. CEC believes that the Part D programs should receive a total annual appropriation based upon a percentage

derived from the *overall* annual appropriation for IDEA. CEC has used the private industry standard for research and demonstration; that is, the percentage of overall operating budget applied by a company to ongoing research and demonstration (infrastructure) activities (also called the "R & D" activities). The private industry standard of 10% would be typical for most businesses. However, CEC, to be conservative, calculated the recommended total figure for the Part D support programs at 6%. Then CEC calculated the distribution by program *within* Part D based upon the relative allocation to each support program under the current appropriation distribution.

CEC looks forward to continuing to work with the 106th Congress to ensure that the federal commitment to education programs for children with special needs is maintained. Further, we hope that fully funding IDEA will remain a priority in the coming year.

For additional information, please contact:

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FY 2000 Appropriations for Federal Programs for the Education of Exceptional Children (in millions)

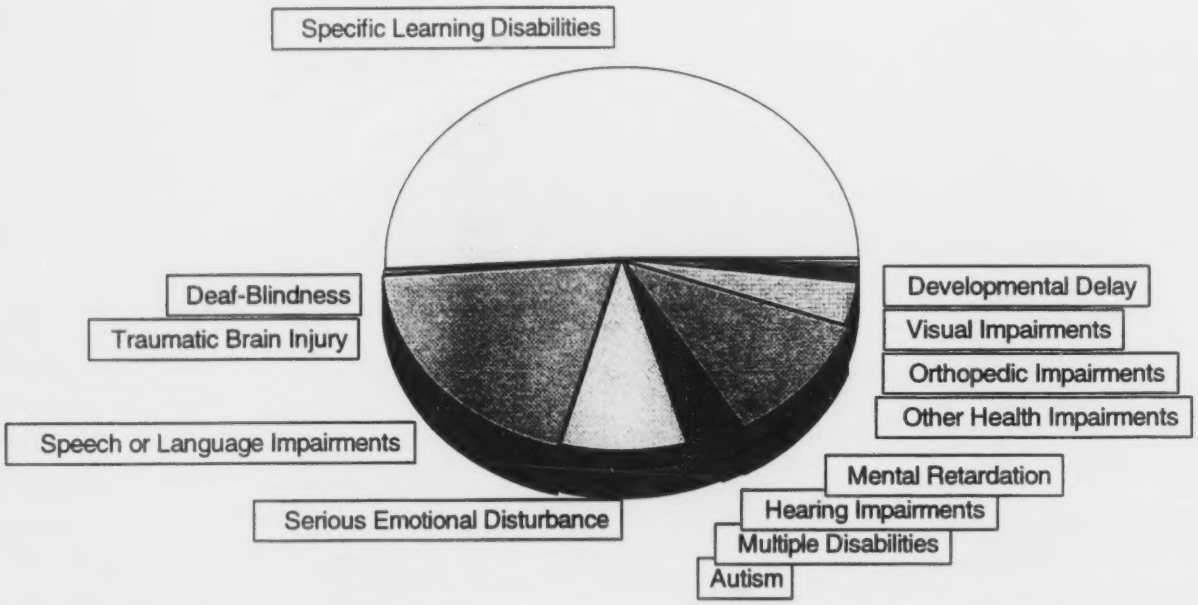
Programs	FY 1998 Appropriation	FY 1999 Appropriation	FY 2000 President's Request	FY 2000 CEC Recommends
Individuals w/Disabilities Education Act				
• State and Local Grant Program	$3,801.00	$4,310.70	$4,314.00	$6,310.70
• Preschool Grants	373.99	373.99	402.40	516.00
• Early Intervention Program	350.00	370.00	390.00	405.00
• State Program Improvement Grants	35.20	35.20	45.20	45.20
• Studies and Evaluations	6.70	6.70	--,--	--,--[1]
• Research and Innovation	64.51	64.51	64.51	83.30
• Personnel Preparation	82.14	82.14	82.14	109.00
• Coordinated Technical Assistance, Support, and Dissemination of Information	44.56	44.56	44.56	57.70
Parent Training	18.54	18.54	22.50	27.50
• Technology Development, Demonstration and Utilization, and Media Services	32.02	33.02	34.50	44.90
• Primary Education Intervention Program	--	--	50.00[2]	50.00
IDEA TOTAL	**$4,810.65**	**$5,339.36**	**$5,449.81**	**$7,649.30**
Title X Part B (P.L. 103-382)				
• Gifted and Talented Grants	$6.50	$6.50	6.5	$20.00

[1] CEC recommends that this amount be indexed as provided by statute.

[2] This program is authorized under Part D of IDEA to target children aged 5-9 years "with developmental delays who are experiencing significant problems in learning to read and who are exhibiting behavior problems." The proposal would fund "model demonstration projects that would apply research-based knowledge to local practice. Funds would also be used to support technical assistance and evaluation activities."

From: Public Policy Unit, The Council for Exceptional Children, July 9, 1999

Number of Children Served Under IDEA by Disability 1997-98



Disability Category	Number of Children Served
Specific Learning Disabilities	2,748,497
Visual Impairments	26,015
Orthopedic Impairments	67,422
Other Health Impairments	190,935
Mental Retardation	602,111
Hearing Impairments	69,537
Multiple Disabilities	106,758
Autism	42,487
Serious Emotional Disturbance	454,363
Speech or Language Impairments	1,065,074
Traumatic Brain Injury	11,895
Deaf-Blindness	1,454
Developmental Delay	1,935
All Disabilities	**5,388,483**

Data based on the December 1, 1997 count, updated as of September 1, 1998

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

OUR SUCCESS STORIES

THE GOOD NEWS ABOUT SPECIAL EDUCATION

Children with exceptionalities need special education and related services in order to perform at their full potential. Following are a few examples of how positive special education can be!

The Utah Federation of the Council for Exceptional Children recognizes the successes of students with exceptionalities by publishing their "Success Stories." These students have overcome many challenges and obstacles in their lives and have shown that they, with help from educators, family, professionals, and their own personal determination, can indeed be successful in life! We celebrate with them their achievement.

Caring Parents and Early Intervention Can Make a Difference

James Boggess came into the world with symptoms very similar to "failure to thrive" syndrome: He did not respond to sounds, his muscles were soft and fluid, and he didn't like to be cuddled or held closely.

When his speech was supposed to be developing, only utterances were coming out and his sister became his interpreter. His parents, looking for help, sought medical assistance from outstanding facilities in the community. James began with a combination of medical and educational intervention services, and was one of the first children placed in the Early Childhood program at Jordan Valley in Jordan School District in Utah. He then attended regular nursery school.

James attended the Communication Disordered cluster at Bella Vista for kindergarten and Mountview for his elementary years, where he received support from the Special Services Team.

Currently, James is a 9th-grade student, very involved in middle school and happy with life. His parents give him lots of opportunities and support their son's special education programs. Once again, we see what miraculous things can happen with children with special needs when the families and schools involved care enough to pursue all options, especially appropriate early intervention services.

Marie Gunderson, Mountview Elementary School

I'll Line Up Last!

At the beginning of his kindergarten year, Jesse was a very impatient boy. He literally shoved others out of the way to be first in line. He was the loudest and fastest person in the class. Reggie, a student with Down syndrome, was in the same class as Jesse. Reggie moved slowly and was generally last in line, unless I called on specific students to line up first.

Reggie had poor muscle control in his hands and did not have the strength to turn on the water fountain by himself. After a few weeks of school, Jessie noticed that I always held the fountain button for Reggie. A couple of days later Jesse came to me and asked, "Mrs. Cox, would you like me to always line up with Reggie and hold the water fountain button for him?" This meant that Jesse would often be last in line, and he knew it, but was willing to give up being first to help another child.

I was deeply touched by the lessons in empathy that we have all learned from having Reggie in our class. It convinced me that including students with exceptionalities in the general education classroom is the best approach whenever possible. Reggie has made tremendous progress: He reads, writes, and does many activities as well as his "normal" peers.

Bonnie Cox, South Sevier Middle School

I Can Do It!

Crystal is currently an 8th grade student at Grand County Middle School in Moab, Utah. When she entered the 7th grade, she was not succeeding or processing information as well as other students in her grade level. She could not read beyond a 2nd grade level and lacked the academic skills needed to experience success. However, Crystal is an incredible person who hungers for knowledge. She has goals of going to college and wanted to absorb everything that was placed before her.

A student of Navajo descent, Crystal was placed in our classroom to receive help with her English as a Second Language (ESL) class, and tutorial assistance for her other classes. Her English requirement was fulfilled in our classroom by dealing with possible language barriers and any learning difficulties Crystal might encounter. For English, Crystal began by writing in her journal; reading, decoding, and spelling words; and using appropriate level vocabulary words in sentences.

Crystal was also attending regular scheduled classes, including math, science, and history. She made amazing progress throughout the year of 1997-1998. Because Crystal has ESL issues and comprehension deficiencies, her classes were difficult for her, since most of the classes involved some type of reading.

However, Crystal is self-motivated and persistent. She is shy but incredible to work with. At the end of the 7th grade year, Crystal received the school's "History Award" for most improved, and received the "Principal's Award" for overcoming obstacles and making tremendous improvement. The Principal's Award is given each year to only one male and one female student chosen from the entire student body.

Crystal continues to improve and excel. She is currently enrolled in 8th grade classes, including U.S. history, pre-algebra, keyboarding, and English as a Second Language (ESL). Each class involves a lot of reading, writing, and comprehension. She succeeds regardless of her learning disability and other challenges. Now, Crystal is currently reading on a 4th- to 5th-grade level, and continues to work toward her goals. Crystal has even talked about becoming a teacher.

Wendy Kadleck, Grand County Middle School

Utah Resource Student Considers Career in Special Education

Jim Adams was a student in Layton High School (Utah) with severe learning disabilities, exhibiting deficits in reading and math. School was difficult for him, especially reading, but Jim never complained. He was always very "up front" concerning his disability and was never afraid to ask for help.

While in high school, Jim enrolled in all regular curriculum classes. His only resource class was in an Applied Study Skills class, where he had the opportunity to work on homework and receive support services to help him maintain his grades.

Jim was never afraid to try tasks that to another student would seem daunting. He has a delightful sense of humor and the most optimistic outlook of anyone I have ever met. Subsequently, Jim was successful in school. In fact, during his senior year he was on the yearbook staff, where he had to write copy. That was very difficult for him, but he hung in and did an outstanding job.

Jim was also employed during his senior year, and was so successful he moved up into middle management. There were times when he would say that his fellow workers would tease him about his writing and spelling, but he said "that's just me."

Jim came to see me to obtain information about attending college. During our meeting he talked about finding a job and wondered what he could do. At that time I was aware of an adult teacher's aide position in the district, and asked if he was interested. He applied for the position, and was hired to work in a learning center with students with severe disabilities.

He is presently working at his old high school, Layton High, and I am one of his supervisors. This has been extremely fun and exciting for both Jim and I. Jim has been extremely successful in this position; he loves the job, exhibits an extremely positive outlook, and the kids love him. But even more exciting

is that he is seriously thinking about becoming a special educator. And he would be wonderful!

Janet Gibbs, Layton High School

California EI Services Provide Much Needed Hope for Family

Bradley Winter is an active, charming 4½ year old boy who has Cornelia de Lange Syndrome, a disorder that often includes mental retardation and developmental delay. Bradley lives with his parents and his 6½ year old brother, Brian, in Woodland, California, where he receives services through the Yolo County Office of Education. He attends First Steps Preschool at Greengate School for Exceptional Children in Woodland.

Bradley has been receiving special education services since he was 14-months old. For all who know (and automatically love) Bradley, his development and accomplishments during the last 3 years are astounding. The loving teachers, so well-qualified and professional, have assisted Bradley and his family to recapture a certain amount of normalcy into their lives that they lost after a difficult pregnancy and birth.

Bradley's initial prognosis was devastating to the family, and only through Early Intervention services did new expectations, hopes, and dreams develop. Bradley is currently placed in a Deaf and Hard of Hearing class. He rides the bus to school daily and really struggles to accept that there is no bus and no school on the weekend.

Knowing that there are specialized options ranging from inclusion to special day classes (classes with other children who have IEPs) is comforting. It would be difficult for Bradley and his family to have limited choices of where he could be served. His needs will change regularly, and ongoing assessments and access to school professionals are necessary to assist in making decisions about how best to meet Bradley's needs.

Mrs. Margie Winter, Woodland, CA

Family Finds Good News in Wisconsin

In April of 1996, my family moved to Madison, Wisconsin from Nebraska. Although my son was receiving early intervention and then preschool services before we moved, he was struggling. He was 4-years old, yet he functioned as an 18-month-old in most areas. In his gross motor skills, he was functioning as low as 7 months of age.

In Nebraska, I had been a member of the state Department of Education Autism Ad Hoc Committee, and assisted in the development of an educational service document for autism spectrum disorders. I was therefore quite familiar with this disorder, as well as suggested appropriate educational interventions.

Along with the Madison School District, we implemented an empirically validated method known as Applied Behavioral Analysis. A doctor at the University of California at Los Angeles, who worked with Dr. Ivar Lovaas for 7 years in the Young Autism Project, oversees this program.

The good news is that my son is now attending physical education, computer class, and social hour—all within a general education classroom.

Our family's goal is to have both of our children obtain success in public education. IDEA is providing my son with a future, in Madison.

Brad Thompson, Madison, Wisconsin

Joey's Team

There was a child...young, energetic and only three
Who had a special need that no one could see
A lover of life but a poor communicator was he
Questing for the knowledge that would set him free.

As if it was all created just for him,
A team of ladies let the games begin
With expertise, experience, and a program
  designed to win
"Countdown Kindergarten" was the race
  we were in.

With patience, knowledge, and tender loving care,
His team of speech therapists and educators were
  there
Working daily, weekly, for a total of two years
The results came in steadily among our cheers.

With patience, knowledge, and tender loving care,
His team of speech therapists and educators were there
Working daily, weekly, for a total of two years
The results came in steadily among our cheers.

The success of this child can not be given to one
It was the work of his team who persevered and won
You cared, you taught and made learning so much fun
We thank you deeply for your devotion to our son.

Suzanne Frank, Kent City Schools, Kent, Ohio

Arizona Boy Gains Learning, Socialization Skills under IDEA

Ethan is an 8-year-old boy who has just completed 2nd grade at Yavapai Elementary school in Scottsdale, Arizona. He has been receiving special education services since he was in preschool. After completing the PANDA preschool program, he has received special education services from the learning resource program, speech therapy, occupational therapy, physical therapy, adaptive physical education and inclusion support services. He has been a student in the general education kindergarten and 1st- and 2nd-grade classroom in an inclusion model with resource support. His classroom teachers, instructional assistant and special education team, parents, as well as his peers, have all been partners in fostering Ethan's IEP goals and his personal growth.

When Ethan began kindergarten 2 years ago he was not able to communicate effectively with others. His speech was echolalic and he was unable to participate in classroom activities. Ethan could not write any letters and had great difficulty sitting and attending. He also played alone and did not enter play with peers.

Over the last two years, Ethan has worked hard with all of his teachers, therapists, and peers to reach his goals. He now speaks spontaneously in full sentences and asks questions about the world around him. He is able to write simple sentences. He is even reading on the preprimer level. He loves to look at books and retell the story. He can do simple addition and can write his numbers. He expresses interest in his peers and loves to sing, and participates in physical education classes with his peers. Ethan also loves to work on jigsaw puzzles, independently completing complex 500-1,000 piece puzzles. Ethan expresses his feelings and shows appreciation and empathy towards other. His growth in all areas brings joy to all who have traveled the journey with him.

Mary Platner, Scottsdale, Arizona
Arizona CEC

Special Education Allows Arizona Boy to Make Great Strides

Michael Ragains, an 8-year-old second grader from Scottsdale, Arizona, has made great strides since beginning special education classes in March of 1998. His reading skills have increased from beginning readiness to being able to decode words at the 1st- and even some words at the 2nd-grade level. He started out in math with no knowledge of how to add numbers, and he was unable to count to 100.

With specialized instruction, Michael has not only learned how to add and subtract numbers, but can regroup and has started learning his multiplication tables. He has improved in written language as well, creating original stories by himself. Michael is a hardworking student with a positive attitude who always tries his best.

Mary Platner, Scottsdale, Arizona

Texas Youth Learns to Smile!!!

My husband, Brad Glenn, teaches a transition class for students with severe emotional disturbances at the Mambrino School in the Granbury, Texas school

After 2 years in my husband's class, this young man is now included in general education physical education, lunch, music, and math. He has friends in his included environment and goes to resource for reading. Here's my husband's story about Michael:

"The first time I met Michael, I was very apprehensive about a young boy who was described by teachers and psychologists as 'physically and verbally aggressive with a history of running away from school.' Michael was a 2nd-grade student who had been in school since age 5 in a totally self-contained classroom. The previous year, he had only one colleague in his class—another boy with a similar history and description.

The first thing I noticed about Michael was his very antisocial demeanor. When I spoke to him, he didn't respond in any way; it was like I wasn't even there. The only thing he had to say to me was, 'If I run, will you chase me?' I told him no, I didn't work that way and from that day on, he has never run away from me at school.

I also noticed that unlike most second graders, Michael didn't smile...he didn't seem to know how to smile. Sometimes he acted like he was trying, but his face ended up in a twisted mess rather than a pleasant grin. Another interesting thing about Michael was that he preferred to eat lunch in the classroom with my paraprofessional, Ms. Beck, or me; he refused to eat with 'people' in the lunchroom. Later, when we insisted that he go to the lunchroom, he remained for weeks at an isolated table with Ms. Beck or me. After spending 22 years as a physical education teacher, in a gym full of playing, laughing elementary-aged kids, it was hard for me to understand this lonesome, very odd 8-year-old boy.

As the weeks went by, Michael slowly began to change. I remember the first time that I thought it was time that he ate with his class. I told him what I was thinking, and his response was, 'You mean, eat with people?' That was also the first day that I realized that to Michael, his peers were 'people,' while I was something else. It was a slow process to integrate Michael into the habit of eating with the rest of his class. For 3 weeks, I sat with Michael at the end of the table. I sat as a barrier between him and the 'people.' One day, I asked Michael to try it alone, but assured him I would be around for support where he could see me. Slowly, eating with 'people' became part of Michael's routine. He seemed to come to know that this was a social convention expected of him just like his peers, and he accepted his role in that scene. After 2 years, he continues to have his days when the stimulation or irritation of eating with others overwhelms him. The difference now is that he recognizes those feelings, and just moves to a less stimulating environment until he is ready to re-integrate.

Probably the most wonderful changes I have witnessed in Michael are his blossoming sense of humor and his ability to smile. It took many weeks and months of modeling, prodding, and time in front of the mirror, but slowly he began to maneuver his face into a reflection of the smiles he received from others. By the end of our first year together, Michael was beginning to look more like a typical 2nd-grade kid, instead of the surly, withdrawn little boy I met at the beginning of the term.

We are now at the end of our second year together. Michael will be moving on to 4th grade in a different building, and with a new teacher. He has had a very triumphant 3rd grade year, because not only does he now eat independently with 'people,' he goes to resource math, phys. ed., and music with them. Not only does he smile, but he even jokes with us, enjoys being tickled, and he plays football with the kids in his homeroom class. He is hardly recognizable as the same child I met 2 years ago. All in all, he exemplifies a remarkable success story and we, his teachers, grandparents, and friends, are very proud of him.

Pam Lindsey, Granbury, Texas

An Arkansas Child with Profound Deafness Finds Success

Dylan is a 9-year-old student in the 3rd grade at Cowsert Elementary School in Clinton, Arkansas, a rural community located at the foothills of the beautiful Ozark Mountain range. Dylan was born hearing, but became profoundly deaf as a result of Pneumococcyl meningitis at the age of 23 months.

Dylan uses a cochlear implant (which he received at the age of 30 months), combined with American Sign Language, in a Total Communication learning format.

During the first 1½ years after his release from the Arkansas Children's Hospital in Little Rock, a speech therapist provided by the local school district visited Dylan each Friday afternoon in his home. He then began preschool in two separate placements—one day a week at the Arkansas School for the Deaf at Little Rock, and every other day in the Developmental Preschool Program at Clinton Public Schools. He received speech therapy throughout this time through the Clinton School system, and privately at the speech clinic at the University of Central Arkansas. He continues to receive speech therapy services through the school's speech-language pathologist 4 days a week throughout the school year. Dylan was chosen at age 3½ as the Arkansas State Speech/Language/Hearing Association Poster Child.

Dylan has attended Clinton Public Schools since kindergarten. During that year and each year since, the school and the educational cooperative, Arch Ford, have provided sign language instruction, a program called Signathon, to all of the students in Dylan's grade every week during the school year. Because of this, Dylan has a large group of peers who can communicate effectively and easily with him, making him a happy and self-assured member of his school and community. He is well liked and has many friends, both deaf and hearing. Clinton Public School has also provided a full-time sign language interpreter for Dylan throughout his school day.

This modification (required under IDEA, but still not provided at every school where one is needed) has provided Dylan with maximum understanding and comprehension of his classroom curriculum and content, enabling him to be an A and B student who has been identified and placed as gifted and talented. Dylan stays with his classroom and attends all school functions with his class interpreter, only having pull-out services for speech and Gifted/Talented class sessions.

Dylan goes to summer camp at the Arkansas School for the Deaf each summer for their language enrichment program. This enables him to effectively "straddle the fence" between both of his worlds—the deaf and the hearing. He is equally at ease in both. Dylan is a wonderful child with a loving family who supports him in everything he does. He plays pee-wee basketball, summer community baseball (which his father also coaches), plays soccer, loves computers, and is a Boy Scout. He is an excellent swimmer and talented artist. He hopes to attend college to be a veterinarian like his father, and dreams (as most young boys his age) of being a professional athlete in his spare time!

Many doors and dreams are open to Dylan; more are opening each day, thanks to excellent school personnel who work well with Dylan and his family, and through the opportunities afforded to him through IDEA. Thanks for your support, Congress, to make sure that young people like Dylan have every equal opportunity to be a success story in the ever-changing world of today.

Lorna R. Nulph, Clinton, Arkansas

Ohio Student Obtains Independence Through Technology

Federal special education dollars have allowed one student in the Newark City (Ohio) Schools to remain in general education placements, despite being born with no eyes. Katie is a bright, precocious youngster with a remarkable sense of humor. She requires Braille instruction, orientation and mobility services, and special technology to remain in the community and receive an education with her general education friends. After all, she will most likely live in this community with sighted individuals—why not be schooled with them?

Katie began her school career in an early intervention unit and then was transitioned to a Newark City pre-school unit. She immediately won the hearts of those who worked with her. She moved on to a general education kindergarten and will attend the 4th grade during the 1999-2000 school year. She receives Braille instruction two times per week for 1 hour—

hardly enough, but it is difficult to find certified Braille instructors. Katie travels throughout the school building and playground independently, due to training provided by an orientation and mobility specialist. Katie completes almost all of the same assignments that her peers complete, with the help of computer technology that scans information and translate it into Braille. The computer then prints the information on an embosser. An aide works with Katie to keep up with the Braille production, and provide her with some one-on-one instruction.

None of the services or equipment is cheap! But the cost of educating this child will pay off when she is employed and is able to socialize with her peers in the Newark community. Federal dollars are still needed to cover the expensive services for this very special young person, as well as those who don't require as extensive services.

Mark Severance, Newark (Ohio) City Schools

Special Education Funds Help Success Happen!

Yuriy Osipov is 10-years old and is enrolled in my Yolo County Office of Education (California) special day class for students with physical disabilities. Yuriy is also mainstreamed in the general education 4th-grade classroom during part of the day.

Yuriy is severely physically disabled, and uses a specially designed tongue switch to operate the classroom computer. It is the only thing that Yuriy can do independently, and he does it amazingly well. With his switch, specialized software and computer interfaces, he follows the 4th-grade curriculum. He's able to work through long multiplication and division problems, write paragraphs, and complete other assignments. In addition, he is able to maneuver around the computer, opening and closing programs, printing assignments, and, of course, play games with his peers.

The Individuals with Disabilities Education Act (IDEA) made all of the technical assistance adaptations possible for Yuriy. Under the federal law, he is provided with transportation to school on a wheelchair-accessible bus; we purchase computer equipment with our school's Low Incidence Funds; and we are able to train our teachers appropriately (we receive post-credential on-line classes, are able to attend professional conferences and specialized workshops). In addition, we were able to adapt our classroom for Yuriy's toileting needs, and we're able to obtain classroom aides. Yuriy would not have been able to succeed this year without special education services.

Caren Hill, Specialist in Physical Disabilities and Assistive Technology
Yolo County, Woodland, California

Assistive Technology, Perseverance Are Key to Success

Alex Lips is an 11-year-old boy who is working persistently to reach his goals at Cherokee Elementary School in Scottsdale, Arizona. He has worked hard to develop his reading, writing, and math skills. Alex has a visual impairment and a learning disability, so keeping up with his studies has been a great challenge for him. Through the use of various pieces of assistive technology, he can now read close to a 3rd-grade level. He loves math and has progressed to the beginning of a 4th-grade level.

Alex asks many questions about the world around him, and he always wants to know how things work. He has worked very hard with his mobility trainer to learn about the middle school campus, where he will attend in the fall. Alex has received special education services in an inclusive setting, with his school providing learning resource and vision itinerant sup-

port over the last 5 years. He has worked diligently with related services in occupational therapy, speech therapy, and adapted physical education.

He enjoys running track and participating in classroom activities, including music and art, with his general education peers. Alex has made many gains over the last 5 years. These gains have been possible due to Alex's efforts and the teamwork of the general education classroom teachers, special education staff and his parents. Alex anticipates continuing to have many challenges ahead in middle school. Alex was awarded an "I Can Do It" Award from the Arizona Federation of The Council for Exceptional Children this year for his increased independence and accomplishments. We are all very proud of him!

Mary Platner, Scottsdale, Arizona
Arizona CEC

Bringing Special Ed to the Fold

When Sydney Taylor entered 1st grade in 1991, education experts warned she'd probably never learn to read. Today, Sydney's bedroom shelves are crammed with hundreds of books—the Babysitters' Club series topping her favorites.

The experts warned that Sydney would be a classroom disruption, incapable of fitting in with "normal" kids. This year, she was elected to the 8th-grade student council. The experts said Sydney's developmental level was in the lowest 1% in the nation, that she'd never thrive in a general education school. Next week, Sydney will graduate from Serrano Intermediate School in the Orange County community of Lake Forest. Next fall, it's on to El Toro High.

Eight years after Sydney's parents, Duncan and Joyce Taylor, ignored the experts' advice, their daughter, who has Down syndrome, offers hope to the parents of special needs children caught up in a brewing national debate—how to give students with disabilities the best education without overburdening the public school system.

The U.S. Department of Education issued new regulations in March that require school districts to make mainstreaming a priority. As a result, schools are required to justify placing students with disabilities in a more restrictive special education class.

Congress adopted the Individuals with Disabilities Education Act 24 years ago, and it required public schools to integrate children with disabilities into general education classrooms "to the maximum extent appropriate." But many school districts have traditionally taken the reverse approach, automatically placing kids with disabilities in special education classes and asking parents to prove that mainstreaming their child is the best method.

That's where the Taylors found themselves 8 years ago when they insisted that Sydney be fully included in the general student population when she entered 1st grade at Santiago School in El Toro. The Saddleback Valley Unified School District had a different plan: They'd include her in general education classes for only 2 hours a day, and only then in art, music, and physical education.

The legal battle that ensued lasted 6 months, and when it was over, the Taylors beat the district—winning back their $20,000 in legal costs in the process. They helped transform their daughter from an 8-year-old social misfit who used to bite other children, to a tender young woman who now plants bear hugs on her classmates. And they opened the way for nearly 2 dozen other students who are severely disabled to be fully included in classes in her district.

"For the parents who were thinking about it, it gave them much more of a reason to push," said Gregg Crawford, whose son, Matthew, has Down syndrome and is a fully mainstreamed third grader in the Saddleback school district. "Once that door was open, many more followed through."

Since winning the court battle, the Taylors said the district has gone out of its way to create a "full-inclusion" program. Today, seven other students with Down syndrome are fully mainstreamed in the district, along with 12 children with autism. "We are making every effort to include every level of student in regular classes," said Michael Byrne, the district's director of pupil services. "Right now in this district, we talk to parents about full inclusion and we really stick to what the law says: to provide the least restrictive educational environment to every child."

(Excerpted from the June 16, 1999 *LA Times*)
Gerald Hime, Consultant with the LA County Office of Education

Muskegon Students Spell Success: SIM

Maurice, a 9th-grade student at Muskegon High School in Michigan, believed that his reading skills

were adequate. That is, until he encountered increasingly tougher textbooks and literature by William Shakespeare.

"When I got to 9th grade, the books started getting harder and I couldn't read some of the words. That's when I knew I couldn't read," Maurice said. That was last fall, when tests showed Maurice was reading at a 6th-grade level.

He now reads at a 10th-grade level, thanks to a University of Kansas reading program that Muskegon High School teachers have been using for the past 4 years to help the lowest-achieving students. The results have been impressive: Reading achievement among the hundreds of struggling students who completed the program has increased an average of four grade levels, according to school district data.

Even more incredible is that it only takes students 3 to 8 weeks—1 hour each school day—to complete the program.

"It's amazing. People don't believe the results until they see how the program works," said Sue Woodruff, a teacher consultant at Muskegon High School. Woodruff coordinates the reading program known as SIM, or Strategic Instruction Model. "We have found over the last four years that this program is extremely effective with low-achieving students, not just kids with learning disabilities," Woodruff said. "After 4 weeks in the program, you really see these kids blossom."

Muskegon first used the program to help children with educational disabilities learn to read.

Simply Effective

The SIM program is surprisingly simple. Here's how it works: Ninth graders who are reading below grade level are taken out of English class and spend 1 hour daily in the reading program. There is one teacher for every four students; they show the students how to identify and read words by breaking them down into syllables.

After working on word recognition skills, students read a series of books that become progressively more difficult as their skill level improves. Students must pass a proficiency test before progressing to more difficult books.

Don Deshler, director of the University of Kansas Center for Research on Learning, helped develop the SIM reading program that Muskegon uses. He praised the staff at the High School for its successful use of the program.

"It's working so successfully here because they have strong administrative leadership and excellent teachers," Deshler said. "They have high expectations for the students and the students sense that."

Despite their success, Woodruff said more needs to be done locally to boost students' reading skills. She said the SIM program needs to be implemented in Muskegon's two middle schools, a move she said would help youngsters before they encounter difficult textbooks in high school.

Keeping students in school by improving their scholastic achievement may reduce teen crime and a litany of other costly social programs, Woodruff said.

(Excerpted from the March 14, 1999 *Sunday Chronicle*, Muskegon, Michigan)
Sue Woodruff, Coordinator of the SIM program

Physical Adaptations "Create Sparks" in PA School

Caleb is currently finishing his sophomore year at Eastern York High School in Wrightsville, PA. Caleb is a student with Learning Support needs as well as Physical Support needs. He receives replacement academic services for English, social studies, and math, and general support from the Learning Support teachers in any area needed, Caleb is also currently completing the Ag Mechanics class with his general education peers.

In this class, Caleb is learning to arc weld—a process of joining metal by heating it with an electrical arc. To do this, a solid metal rod with a coating on it called an electrode must be held 1/8" away from the metal to be joined. Electricity jumps through the air gap between the electrode and metal, creating heat. The heat melts both the electrode and the metal being welded. The welder must move across the joint being welded and simultaneously move closer to the metal, as the electrode becomes shorter. This process creates sparks and a very bright light.

In order for Caleb to be successful in this course, adaptations needed to be made by the Ag Mechanics teacher. The teacher, Mr. Scott Barr, fastened a wooden rod to the electrode holder so Caleb could hold the electrode at a safe distance. A special welding helmet that turns dark automatically when the welder begins was purchased to relieve Caleb from having to lower his helmet when he strikes the arc.

Both the rod and the helmet were purchased with funds under the Individuals with Disabilities Education Act (IDEA).

Why does Caleb need the wooden rod/adapted holder and a special welding helmet? Caleb is a student who is confined to a wheelchair and has no arms; thus the need for the general and special education teachers to make adaptations and accommodations to allow him to be successful in the general education setting/curriculum. Caleb has worked on several engines throughout the school year. He was provided with a lower work area in order to allow him to manipulate the tools to assemble and disassemble the engines. For the welding, a lower welding table was also constructed along with the holder adaptation and the self-dimming helmet provided. He has successfully performed several welds, including bead, 3-pass butt, lap, and pad welds.

During the past school year, Caleb also served as the manager for the High School Wrestling team. He was a valued member of the team, and the coach depended upon Caleb to organize all the equipment and accessories for each meet, as well as to keep track of items for the team.

Caleb received an academic award at the April Academic Awards Program for Outstanding Achievement. He is looking forward to his junior year at Eastern York High School, where he will be taking more general education courses to help expand his ability and knowledge base in a variety of subject areas.

Michael Thew, York County, PA

Arizona Youth Gains Eagle Scout Rank

As a kindergartner, Andrew Platner, due to his learning disabilities, qualified for special education and related services under IDEA. Through the teamwork of a highly qualified teaching staff and his family, Andrew's progress escalated with each passing year.

Paralleling his academic growth, Andrew's self-confidence and self-advocacy skills have also greatly developed. Andrew immensely enjoys the outdoors, including rafting the Rogue River and hiking the Grand Canyon, camping in Denali National Park, and exploring Philmont Scout Ranch for two 1-week backpacking adventures.

As he enters his junior year of high school, Andrew recently earned the rank of Eagle Scout. He plays football and maintains a high "C" average with minimal resource help. As his grades continue to improve, the word "college" is now part of his vocabulary and aspirations. None of this would have been possible without the special education assistance Andrew received during his early school years.

Mary Platner, Scottsdale, Arizona

Learning to See Beyond Blindness

The following is an adaptation of a newspaper article that appeared in a local California newspaper earlier this year. It is a particularly good example of how a specialized school can support student success in an integrated community program—and yet provide intensive disability-specific services when needed. This student used computers with Braille input and output, with speech output, and which made the Internet and the GED materials accessible to someone who is totally blind. In addition, the school's on-campus program enabled this student to deal with her issues around adjusting to her blindness and learning to live independently with this disability.

When Khalilah Fuller went blind several years ago, she felt like the world was ending. She had thoughts of killing herself.

She was 15, and a very rare pregnancy complication was slowly taking away her sight. Just after her daughter was born, she started having severe headaches. Then, her vision began to blur. Doctors said her optic nerve was being damaged, but they would save her sight. Despite their promises, after three major surgeries and 5½ months, she was completely blind.

Her daughter, Breanna, gave her the strength to go on. "I had to keep going for my little girl," she said.

Fuller recently graduated from the California School for the Blind. This spring, she became the first totally blind person to get a general equivalency degree.

Her journey back from the depths of despair started with her enrollment at the California School for the Blind in Fremont, CA in 1995, 2 years after Breanna's

birth. While her mother and grandmother took care of Breanna during the week, Fuller lived at the school, learning to function without her sight.

"At first I didn't know how to deal with it in any way," she said. "The School for the Blind has helped me to be a blind person." Not only did staff there help her learn how to walk, read, and perform other everyday functions, they also helped her change how she views others—"how to look at people from the inside out."

Technology Smoothes the Way

She had to learn a new way of reading, of course, but her ways of learning and understanding mathematics and computers had to change, too. She learned how to use a computer program that allows her to use the Internet. The program verbalizes everything on the screen.

Gradually, as she learned how capable she still was, the will to live came back. "At first, I didn't want to do anything," she said. She didn't care about doing her hair. She said since she couldn't see it, why bother? "After a while I realized I could still do this," she added. "I only can't see; I can do everything else. I can run around and play with my daughter."

Her next goal is to take classes at a community college in her hometown of Vallejo, then go on to San Francisco State University, and eventually be either a computer programmer or child psychologist.

Stuart Wittenstein, Ed. D., Superintendent of the California School for the Blind in Fremont, California

Job-Training Program Offers a Bright Future for Miami Student

In the fall of 1995, Juan Reyeros, a student with autism from G. Holmes Braddock Senior High in Miami, Florida, started his school year off on a journey that would eventually lead him to a successful full-time career as an employee of South Miami Hospital.

When Juan was referred to Project Victory, an on-the-job training program for students with disabilities in Miami-Dade County Public Schools Division of Exceptional Student Education, there was some doubt as to the appropriateness of the placement because Juan appeared to be afraid to work in a hospital setting. However, after a visit to the job site and some degree of coaxing, Juan agreed to stay in the program.

Careful consideration was given to Juan's job training assignment, keeping in mind his needs, along with his very obvious strengths and weaknesses. We finally decided the best department for Juan was in the hospital's Central Service. Since Juan exhibited a propensity for remembering the smallest of details, and considering his aversion to change, doing stock work in a hospital seemed to be the perfect match. It did not take long to realize that this was in fact the perfect match. Juan not only enjoyed his participation as a junior volunteer, he seemed to thrive on the work. He soaked up every new task presented to him and eventually memorized every item that was stocked in central service by name and vendor.

The year in Project Victory ended and Juan graduated from high school. However, his affiliation with South Miami Hospital did not end. The volunteer director agreed to keep Juan on as a senior volunteer in central service. Transported to and from the hospital by either his mother or his sister, Juan spent his post-graduate year learning more about his department and becoming an invaluable asset to the hospital. In February of 1997, Juan was hired as a per diem employee of the hospital and, in September of 1998, Juan became a full-time employee, receiving vacations, insurance and all other benefits full-time employees are entitled to.

Juan continues to be one of the most valuable employees in his department. He has received excellent reviews and sizable raises. All of his co-workers appreciate his contributions and respect and treat Juan as a colleague. Juan's success has been a learning experience for his teachers, classmates, coworkers and hospital administration. They have come to understand and believe in the possibilities that are out there for individuals like Juan who, with the right help and team effort, can be productive members of our community.

Juan's story is just one of many successes enjoyed by the students who participate in the Project Victory Program. Each year the program expands and is able to serve more of Miami-Dade County's exceptional student population. Although not all students graduate and are immediately employed, many do ob-

tain employment after graduation and most acquire the skills necessary to eventually enter the job market as successful workers.

Matty Rodriguez-Walling
Miami-Dade County Public Schools

Nebraska Girl Wins Gold Medal!!!

About 4 years ago I met a 14-year-old young woman named Tanya Newman, who was a special education student in the Omaha (Nebraska) Public Schools. I had been asked to represent her as a surrogate parent, since she was a ward of the state and lived in a group home called Youth Care. I had also been told that she might not be in school long, because she was cutting classes on a regular basis and was in danger of being suspended.

When I met Tanya for the first time, she was sitting with her arms held tightly across her chest, she had a rather hostile look on her face, and she was being confronted about her behavior in a Manifestation Determination meeting. It was not a pleasant day, but her advocates were many—the teachers, including the head of the special education department; the group home staff; and me, her new surrogate parent.

The next few weeks were touch and go, and I made many visits to the school. We were able to convince the school administrator to stop the suspension that was planned, and to let us try a simple behavior modification program. When Tanya reported to school in the morning, she checked in with a person she admired, and if she attended school all day, she was awarded a soda and a few minutes of conversation with her favorite teacher. After a few weeks of good attendance, Tanya said that she didn't need that support any longer, and that she would attend school on her own. She started volunteering at school and was soon a valued student worker during her free periods.

The next year in school, she was selected to be a part of a work study program. To our amazement, she met the criteria for selection, which was good attendance!

Her grades improved steadily, and the summer she became 16-years old, she made a 2,000-mile trip with me to visit her grandmother, whom she had not seen since she was 8-years old. This was an important part of restoring her hope and contact with her family.

Tanya continued to do well in school and was a leader in her group home. She was reassessed in the spring of her junior year, and no longer qualified for special education services. She started an aerobics program her senior year, and paid much more attention to her appearance.

Right before she graduated from high school, she won a gold medal in the women's relay event at the state Special Olympics. After she graduated from high school, she returned to be with her grandmother in St. Helen's, Oregon, and has secured a job working as a motel maid.

Sandra Squires, surrogate parent, Omaha, Nebraska

Special Support for a Special Time

Five years ago, TW was a shy young lady beginning middle school in the Dayton, Ohio public school system. She qualified and was placed in an SLD (severe learning disability) resource room for 7th grade. She was initially only 1 of 2 girls out of the 15 students that made up my classroom.

Her past school experiences affected her social comfort threshold to the point that, that year, she would not leave my room for lunch. She remained in the classroom for both security and relaxation during the lunch period. Here, she could discuss her concerns, fears of large groups, and her fears of failure with me. TW was invited to bring friends or acquaintances to join her, but she rarely did so. Only on a few occasions did she eat her lunch with the rest of her class.

TW also had moderate difficulties in her written expression. While she could hand-write with much labor and time expenditure, neither she nor I could always decipher her script. As soon as feasible, I began her acquaintance with the word processing program on our dinosaur Apple computer. She quickly embraced this technology to enable her to clearly express her written ideas. In this small resource setting, she was allowed to take her time to express her interpretations (with much encouragement) of both our reading material and her everyday experiences.

In our 'school cluster concept' of student groups being identified with a small set of teachers, my 'special' group was as included as the other kids...I was just one of the group's teachers. Here, the special

group of kids was identified as 'regular' kids. Here, I was identified as a support teacher for them all. Many kids came to our resource room...kids of all different abilities and needs.

Over the past 5 years, with small group support in a special resource room, TW has truly blossomed. She now writes copiously, using the word processor. She is in all general education classes, with support always available from our resource room. She is terribly busy with her social group, and is active in all school activity levels. In fact, this shy young girl is now president of our theatre group in our school of 800 students!

Watching this young woman prepare to join the ranks of students at our local community college solidifies my belief in our special education system. It is a valid lifeline to those who might just need a 'special support for a special time' in their learning and growth to independence.

Fran West, SLD Teacher
Dayton, Ohio Public Schools

Assistive Technology Helps Rochester City Schools Achieve Success

The Rochester City School District developed their own assistive technology diagnostic and service team 2 years ago, to aid students within the district who have assistive technology and/or special health needs. Although any professional within the district can conduct an assistive technology evaluation within the scope of their professional practice, the MATCH (Medical management and Assistive Technology for educating Children) team serves as a multidisciplinary district resource to personnel who require assistance in determining appropriate equipment and services for students. The MATCH team is also responsible for transitions of students and equipment to facilitate movement from one district site or program to another. We provide instruction, support, and resource to the student, family, and receiving staff in order to prepare for a successful placement.

Two of our many success stories include:

An 18½ year old student with athetoid Cerebral Palsy was placed in a special class due to her extensive physical needs. She needed to word process her written work, and wanted to participate with her non-disabled peers in a business class offered within her high school. However, the computers within the business computer lab and the classroom were not accessible to her, because they were not adapted to her needs. The MATCH team was requested to complete an evaluation to assist this young woman. As a result of the assessment, we were able to order an IBM desktop computer that was adapted with a customized keyguard, adaptive software, printer, and an adjustable workstation for this student. She is now capable of completing her own work and successfully word-processes résumés within her business class. The student and her teachers are very pleased with the results.

A 5th grader with a learning disability was having difficulty completing all of his written assignments. He is in the general education classroom, and receives 3 hours of resource room support each week. An hour of the resource support is provided in his classroom. The student has weak visual motor integration, spatial awareness, visual closure, and visual processing difficulties. He is expected to complete grade-level work with resource help. Although his resource teacher provided him with excellent compensatory strategies, he was a reluctant writer, limiting his vocabulary and avoiding complex ideas. An Alphasmart 2000 word processor was used on a trial basis over a one-month period as part of the student's assistive technology evaluation. The trial proved to be very successful; the student exhibited significant growth in his written formulation, writing longer and more complete stories. The resource teacher was especially excited when he passed the 5th grade writing test!

None of these successes would have been possible without the appropriate evaluation of each student's assistive technology needs. Appropriate assistive technology is crucial to the improved outcomes of students with special needs.

Karen Spawton, Rochester, New York

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

PART B
State and Local Grant Program

STATE AND LOCAL GRANT PROGRAM (Part B)

APPROPRIATIONS
(in millions)

FY 1998	FY 1999	FY 2000 Authorization	FY 2000 CEC Recommendation
$3,801.00	$4,310.70	"such sums"	$6,310.70

AUTHORIZING PROVISION

The Education for All Handicapped Children Act of 1975, P.L. 94-142, Sections 611-618 (20 USC 1411-1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act of 1986, P.L. 99-457, the Amendments of 1990, P.L. 101-476, and the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. This program may still be referred to as P.L. 94-142.

PURPOSE

The Individuals with Disabilities Education Act State and Local Grant Program (Part B) is the central vehicle through which the Federal government maintains a partnership with states and localities to provide an appropriate education for children with disabilities requiring special education and related services.

WHO RECEIVES FUNDING

State education agencies (SEAs) and, through them, local education agencies (LEAs) and educational service agencies are eligible for grants under this program. Until the fiscal year in which the federal appropriation reaches $4,924,672,200, each state's allocation is based on a relative count of children with disabilities being served within the state. After that, each state will receive the amount it received in the previous year, and its share of the remaining funds available as follows: (a) 85% of the funds are distributed based upon a state's relative population of children aged 3 through 21 as long as a free appropriate public education (FAPE) is ensured for that age range; and (b) 15% based upon the relative population of children under (a) who are living in poverty. The reauthorized legislation delineates the share of the state Part B allocation that must be distributed to local school districts and how those funds are to be distributed.

KINDS OF ACTIVITIES SUPPORTED

Close to 6.1 million children with disabilities nationwide, ages 3-21, are receiving special education and related services. For purposes of federal funding, students with disabilities include: students with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as emotional disturbance), orthopedic impairments, autism, traumatic brain injury, and other health impairments, or specific learning disabilities who require special education and related services.

RECENT FUNDING HISTORY

(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1994	$10,400.00	$2,163.71	$2,149.69
1995	$11,700.00	$2,353.03	$2,322.92
1996	$12,083.27	$2,772.46*	$2,323.84
1997	$13,815.61	$2,603.25	$3,107.52
1998	$15,256.32	$3,248.75	$3,801.00
1999	$16,881.86	$3,804.00	$4,310.70

*The Administration's Request consolidated funding for the Part B State and Local Grant Program and the Preschool Program.

FUNDING CONSIDERATIONS

The Federal government appropriated $4,310.70 million for the Part B State and Local Grant Program for FY 1999. This was an increase to the Part B program of $509.70 million, or approximately 13%. With this increase in funding, the federal contribution to the education of children with disabilities will be approximately 10% of the average per pupil expenditure (APPE) based on the FY 98 estimate of $6,897. While this is an increase, it still is far below the 40% promised originally in P.L. 94-142. For FY 2000, the Administration has requested $4,314.00 million for the Part B State and Local Grant Program, which represents a less than 1% increase over the FY 1999 funding level. This essentially equals a freeze from 1999 appropriations which ultimately constitutes a loss given rising enrollments and added requirements contained in IDEA '97.

CEC RECOMMENDS

CEC recommends a $2 billion increase in the State and Local Grant Program for a total of $6,310.70 million for FY 2000. Over 20 years ago, Congress committed to a partnership with state and local governments to contribute a substantial portion of the additional costs incurred to provide FAPE to children with disabilities. Over the years, this promise has never been fulfilled. As a result, state and local governments have had to bear a disproportionate share of these costs.

CEC acknowledges and congratulates Congress on the 34% increase in Part B for FY 1997, a 22% increase for FY 1998, and a 13% increase for FY 1999. These increases certainly represent a "down payment" on the future fiscal partnership that is necessary to ensure the achievement of the promise of IDEA. During the recent IDEA reauthorization, CEC was encouraged by statements of Congressional members clearly expressing a commitment to significant increases in the federal contribution to the education of children with disabilities. Our recommendation of $6,310.70

million is consistent with those remarks and with the promises contained in S. 1, "The Safe and Affordable Schools Act of 1997" to fully fund the program by increasing it by $1 billion in FY 1998, and $1.5 billion in the subsequent 6 years. In addition, CEC's recommendation was reinforced last year by the House passage of H. Res. 399, which urges Congress and the Clinton Administration to "fully fund" the federal government's obligation to IDEA, which key Congressional leaders affirm is 40%. In addition, it calls on Congress and the President to give IDEA funding the highest priority among federal education programs.

In April 1999, the House of Representatives passed H.Con. Res 84, urging Congress to fully fund special education programs and recognize that it should receive top funding priority at the K-12 level. The resolution does not recommend taking funds from existing federal education programs that currently serve students.

This $2 billion increase for FY 2000 is critical. With state and local governments experiencing severe cutbacks, it is becoming increasingly difficult for schools to provide the special education services needed by students with disabilities. This reality, coupled with the continually growing and appropriate emphasis on high educational standards for all students in our nation, more than demonstrates the need for an adequate federal contribution to Part B. In addition, implementing the numerous changes to Part B made in the 1997 reauthorization will result in significant cost increases to state and local school districts in policy and procedures development, training, technical assistance, and necessary changes to forms and other paperwork documentation related to IDEA.

The Administration has disregarded special education to promote its new education initiatives. To effectively implement the IDEA Amendments of 1997, funding is needed for extensive improvement in collaboration between special and general education. The IDEA Amendments of 1997 mandate, among other priorities, comprehensive teacher training; new materials and resources for teachers and students, such as those that employ universal design; and effective alternative placements for students with disabilities who exhibit dangerous or violent behavior. These improvements simply cannot be made without a substantial increase in federal funding.

An appropriation of $6,310.70 million following the 1997 reauthorization will represent an important reaffirmation of the federal commitment to IDEA.

Part B of the IDEA Allocations to the States*
School Year 1999-2000

State (or Territory)	Children Served	Allocation
National Total	**6,118,833**	**$4,310,700,000**
Alabama	99,846	$68,906,291
Alaska	17,712	$12,223,506
Arizona	88,598	$61,143,757
Arkansas	59,138	$40,812,654
California	623,651	$430,397,584
Colorado	75,134	$51,851,905
Connecticut	76,740	$52,960,246
Delaware	16,233	$11,202,811
District of Columbia	8,162	$5,632,806
Florida	345,171	$238,211,379
Georgia	155,754	$107,489,839
Hawaii	20,551	$14,182,773
Idaho	27,553	$19,015,033
Illinois	283,698	$195,787,282
Indiana	146,559	$101,144,133
Iowa	70,958	$48,969,940
Kansas	58,425	$40,320,594
Kentucky	87,973	$60,712,428
Louisiana	95,245	$65,731,023
Maine	34,294	$21,948,758
Maryland	111,688	$77,078,759
Massachusetts	168,964	$113,864,530
Michigan	208,403	$143,824,267
Minnesota	106,194	$73,287,209
Mississippi	61,778	$42,634,586
Missouri	131,565	$90,796,388
Montana	18,806	$12,978,504
Nebraska	43,400	$29,951,455
Nevada	33,319	$22,994,298

*U.S. Department of Education data as of July 1999, based on December 1, 1998 child count.

Part B of the IDEA Allocations to the States*
School Year 1999-2000 (continued)

State (or Territory)	Children Served	Allocation
New Hampshire	27,502	$18,979,837
New Jersey	210,114	$144,987,129
New Mexico	52,113	$35,964,521
New York	432,119	$298,216,428
North Carolina	165,333	$114,100,553
North Dakota	13,181	$9,096,547
Ohio	230,155	$158,835,881
Oklahoma	80,289	$55,409,503
Oregon	74,850	$51,655,909
Pennsylvania	226,378	$156,229,276
Rhode Island	27,911	$17,540,925
South Carolina	99,033	$68,345,219
South Dakota	15,702	$10,836,354
Tennessee	128,273	$88,524,494
Texas	486,749	$335,917,996
Utah	55,252	$38,130,825
Vermont	12,710	$8,771,498
Virginia	156,700	$108,142,698
Washington	114,144	$78,773,708
West Virginia	49,934	$30,462,839
Wisconsin	117,388	$81,012,476
Wyoming	13,333	$9,201,446
Puerto Rico	54,158	$37,375,828

*U.S. Department of Education data as of July 1999, based on December 1, 1998 child count.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

PART B Section 619
Preschool Grants Program

PRESCHOOL GRANTS

APPROPRIATIONS
(in millions)

FY 1998	FY 1999	FY 2000 Authorization	FY 2000 CEC Recommendation
$373.99	$373.99	such sums	$516.00

Our previous recommendation reflects the actual needs of the program, but CEC requests $500 as a minimum of funding, recognizing the reduction in authorization made through the 1997 reauthorization process.

AUTHORIZING PROVISION

The Individuals with Disabilities Education Act (IDEA), Section 619 (20 USC 1419), as amended by the Education of the Handicapped Act Amendments 1986, P.L. 99-457, by the Individuals with Disabilities Education Amendments Act of 1991, P.L. 102-119, and by the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17.

PURPOSE

The Preschool Grants program is intended to assist all states in ensuring that all preschool-aged children with disabilities receive special education and related services. In 1986, only half the states ensured services to preschoolers with disabilities. Since 1987 when this expanded program began operating, the number of children served has increased from 265,000 to 572,000 in school year 1997-98.

WHO RECEIVES FUNDING

State education agencies (SEAs), and through them, local education agencies (LEAs) and educational service agencies, are eligible for grants under this program. The distribution formula for this program changed in FY 1998. Each state received the amount it received in FY 1997, and its share of the remaining funds available as follows: (a) 85% of the funds are distributed based upon a state's relative population of children aged 3 through 5; and (b) 15% based upon the relative population of all children aged 3 through 5 who are living in poverty. The reauthorized legislation delineates the share of the State Preschool grant allocation that must be distributed to local school districts and how those funds are to be distributed.

KINDS OF ACTIVITIES SUPPORTED

Funds are used to provide the full range and variety of appropriate preschool special education and related services to children with disabilities 3 through 5 years of age. Further, funds may be used for children 2 years of age who will turn 3 years of age during the school year.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1994	formula	$343.75	$339.26
1995	formula	$367.27	$360.27
1996	formula	—*	$360.41
1997	formula	$380.00	$360.40
1998	$500.00	$374.83	$373.99
1999	such sums	$373.99	$373.99

*The President requested one appropriation for both the Part B State Grant program and the Preschool program.

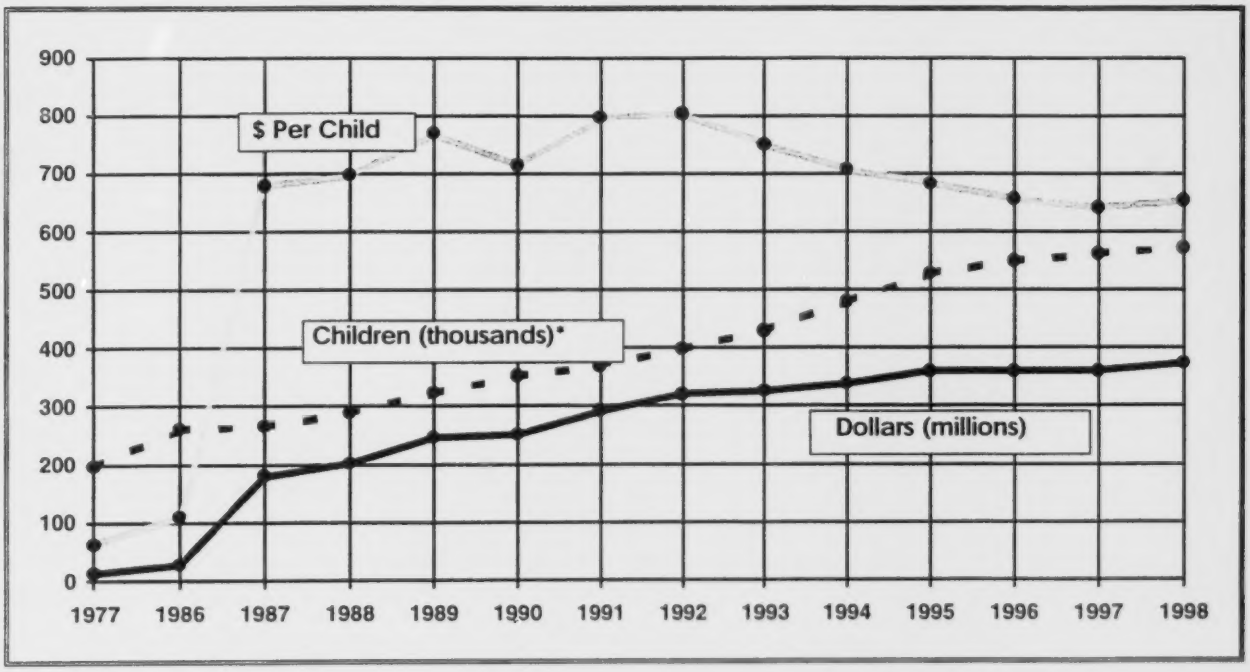
FUNDING CONSIDERATIONS

In 1998 the Federal government appropriated $374.0 million for the Preschool Grants program. This program has had virtually no increase for several years. This is particularly problematic since the number of children served by the program has continued to increase each year. Since 1990, the nationwide preschool child count has grown by more than 220,000. The federal appropriation has failed to keep pace with the growth in the program. Consequently, state and local governments have had to pick up the remaining costs of these critical programs. The amount available per child for this program has dropped from its high in 1992 of $803 per child to $654 in 1998.

	1977	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Dollars (millions) 619 Dollars (millions) appropriated for distribution to states	12	28	180	201	247	251	292	320	326	339	360	360	360	374
Children (thousands) Children (thousands) receiving FAPE on December 1 of each federal fiscal year*	197	261	265	288	323	352	369	398	430	479	528	549	562	572
$ Per Child Per child allocation of 619 dollars	63	110	679	697	769	713	797	803	750	707	683	656	641	654

*For example, for fiscal year 1986, 261,000 children were reported to be receiving services as of December 1, 1985.

Reprinted from deFosset, S. (1999). Section 619 Profile (9th ed.) (p. 48).



The above information was provided by the National Early Childhood Technical Assistance System (NECTAS).

CEC RECOMMENDS

CEC recommends $516 million for the Preschool Grants program in FY 2000. However, in the recent IDEA reauthorization (P.L. 105-17), Congress created an authorization level for the program of such sums and eliminated the reference to the cap of $1,500 per child served. Therefore, CEC is requesting a $516 million appropriation as the minimum amount necessary for the program for FY 2000.

The federal growth in the appropriation for this program has not kept pace with the significant increase in the number of children served by the program. The per child amount available has continued to decrease each year since 1992, as the child count continues to increase. This request of $516 million would fund the 572,500 children the U.S. Department of Education predicts will be served in school year 1999-2000. This program is an important part of states' and communities' efforts to have all young children enter school "ready to learn."

Preschool Grants Program under Section 619 of the IDEA
Allocations to the States
School Year 1999-2000

State (or Territory)	Child Count	Allocation
National Total	**573,752**	**$373,985,000**
Alabama	7,498	$5,506,321
Alaska	1,754	$1,240,996
Arizona	8,876	$5,241,962
Arkansas	8,680	$5,275,780
California	56,837	$37,945,640
Colorado	7,814	$4,856,958
Connecticut	7,443	$4,823,971
Delaware	1,664	$1,234,522
District of Columbia	409	$240,026
Florida	28,223	$18,166,520
Georgia	15,134	$9,602,719
Hawaii	1,646	$979,916
Idaho	3,466	$2,150,606
Illinois	27,524	$17,371,793
Indiana	13,778	$8,751,690
Iowa	5,578	$3,925,710
Kansas	6,933	$4,262,391
Kentucky	15,161	$10,044,866
Louisiana	9,495	$6,382,405
Maine	3,690	$2,471,892
Maryland	9,714	$6,570,944
Massachusetts	15,382	$9,728,934
Michigan	18,983	$12,368,808
Minnesota	11,327	$7,305,905
Mississippi	6,046	$4,160,974
Missouri	9,698	$5,894,391
Montana	1,688	$1,162,014
Nebraska	3,656	$2,216,202
Nevada	3,531	$2,194,131

*U.S. Department of Education data as of July 1999, based on December 1, 1998 child count.

Preschool Grants Program under Section 619 of the IDEA
Allocations to the States
School Year 1999-2000 (continued)

State (or Territory)	Child Count	Allocation
New Hampshire	2,190	$1,532,131
New Jersey	15,998	$11,190,115
New Mexico	5,133	$3,135,213
New York	50,616	$33,194,656
North Carolina	16,880	$11,125,858
North Dakota	1,202	$793,645
Ohio	18,572	$12,325,761
Oklahoma	5,805	$3,577,925
Oregon	6,810	$3,779,595
Pennsylvania	19,652	$13,763,543
Rhode Island	2,510	$1,643,912
South Carolina	10,937	$7,022,771
South Dakota	2,164	$1,441,100
Tennessee	10,291	$6,776,149
Texas	34,846	$22,381,975
Utah	5,710	$3,491,974
Vermont	1,226	$844,142
Virginia	13,503	$8,977,259
Washington	11,789	$8,034,152
West Virginia	5,301	$3,426,378
Wisconsin	13,804	$9,315,949
Wyoming	1,616	$1,037,066
Puerto Rico	5,559	$3,094,744

*U.S. Department of Education data as of July 1999, based on December 1, 1998 child count. (NOTE: In accordance with section 611 of the Individuals with Disabilities Education Act Amendments of 1997, the Outlying Areas will receive their FY 1997 Preschool Grant under the Grants to States program.)

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

PART C
Early Intervention Program

EARLY INTERVENTION PROGRAM

Appropriations
(in millions)

FY 1998	FY 1999	FY 2000 Authorization	FY 2000 CEC Recommendation
$350.00	$370.00	such sums	$405.00

AUTHORIZING PROVISION

The Individuals with Disabilities Education Act (IDEA), Part H, Section 671, as authorized by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, as amended by the IDEA Amendments of 1991, P.L. 102-119, and by the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. In the reorganization of IDEA in this most recent reauthorization, the Early Intervention program was authorized in Part C.

PURPOSE

Part C of the Individuals with Disabilities Education Act provides grants to states to develop and implement a statewide, comprehensive, coordinated, multi-disciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities, ages birth through 2 years and their families. In 1997, Congress reauthorized the program for 5 years.

WHO RECEIVES FUNDING

All states participate voluntarily. Monies under this authority are received and administered by a lead agency appointed by the governor of the state, with the participation of a state interagency coordinating council also appointed by the governor. Available federal funds are allocated to states each year according to the relative population of children birth through age 3 years in the state. Currently, all states have made the final commitment to ensure early intervention services for eligible infants and toddlers and their families.

KINDS OF ACTIVITIES SUPPORTED

Federal funds under this program are to be used for the planning, development, and implementation of a statewide system for the provision of early intervention services. Funds may also be used for the general expansion and improvement of early intervention services. Further, funds may be used to provide a free appropriate public education (FAPE), under Part B of IDEA, to children with disabilities from their third birthday to the beginning of the next school year. However, in the provision of actual

direct services, federal funds under this program shall be the "payor of last resort," i.e., IDEA funds may not be used when there are other appropriate resources which can be used or are being used, whether public or private, federal, state, or local. These restraints on the use of IDEA funds illustrate a central objective of this program: to achieve an efficient and effective interagency service delivery system within each state.

Infants and toddlers are eligible for this program if they have a developmental delay or a diagnosed condition with a high probability of resulting in developmental delay. At state discretion, children who are at risk for developmental delay may also be included in the target population for the program. Early intervention services include, for each eligible child, a multi-disciplinary evaluation and assessment and a written Individualized Family Service Plan (IFSP) developed by a multi-disciplinary team and the parents. Services are available to each child and his or her family according to the IFSP. Service coordination and the services to be provided must be designed and made available to meet individual developmental needs.

RECENT FUNDING HISTORY
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1994	"such sums"	$256.28	$253.15
1995	"such sums	$325.13*	$315.63*
1996	pending	$315.63	$315.75
1997	pending	$315.63	$315.75
1998	$400.00	$323.96	$350.00
1999	"such sums"	$370.00	$370.00

*Includes $34 million offset from the Chapter I Disability program.

FUNDING CONSIDERATIONS

In 1999, the Federal government appropriated $370.00 million for the early intervention program. This falls far short of addressing the need for services. The importance of the early years has been emphasized in recent initiatives from the White House, the National Governors' Association, and organizations such as the Carnegie Corporation. The importance of services for families and their young children seems to have achieved universal and bipartisan support. But, realizing this shared agenda so that it will impact on all children throughout the country requires adequate federal support.

CEC's request of $405 million represents a small federal contribution toward the actual cost of providing early intervention services.

CEC Recommends

CEC recommends an appropriation of $405 million for FY 2000 for the Early Intervention Program. Congress enacted the Early Intervention Program after gathering expert evidence on the vital importance of the earliest possible intervention for infants who are developmentally delayed or at risk of becoming so. States continue to act in good faith, counting on a financial partnership with the federal government for this important initiative for young children with disabilities and their families. Child counts for this program continue to grow, and Congress must live up to its commitment by providing enough funds to ensure every eligible infant and toddler receives the services he or she needs. This program is an important part of states' and communities' efforts to have all young children enter school "ready to learn."

Part C of the IDEA Allocations to the States*
Program Year 1999-2000

State (or Territory)	Allocation
National Total	**$370,000,000**
Alabama	$5,401,820
Alaska	$1,812,075
Arizona	$6,790,748
Arkansas	$3,224,319
California	$46,249,617
Colorado	$5,125,020
Connecticut	$3,831,379
Delaware	$1,812,075
District of Columbia	$1,812,075
Florida	$17,360,485
Georgia	$10,497,445
Hawaii	$1,812,075
Idaho	$1,812,075
Illinois	$16,098,291
Indiana	$7,501,701
Iowa	$3,315,411
Kansas	$3,335,406
Kentucky	$4,795,769
Louisiana	$5,747,605
Maine	$1,812,075
Maryland	$6,237,516
Massachusetts	$8,115,297
Michigan	$11,896,386
Minnesota	$5,792,064
Mississippi	$3,688,050
Missouri	$6,630,914
Montana	$1,812,075
Nebraska	$2,098,289
Nevada	$2,488,044

*U.S. Department of Education data as of July 1999, based on December 1, 1998 child count.

Part C of the IDEA Allocations to the States*
Program Year 1999-2000 (continued)

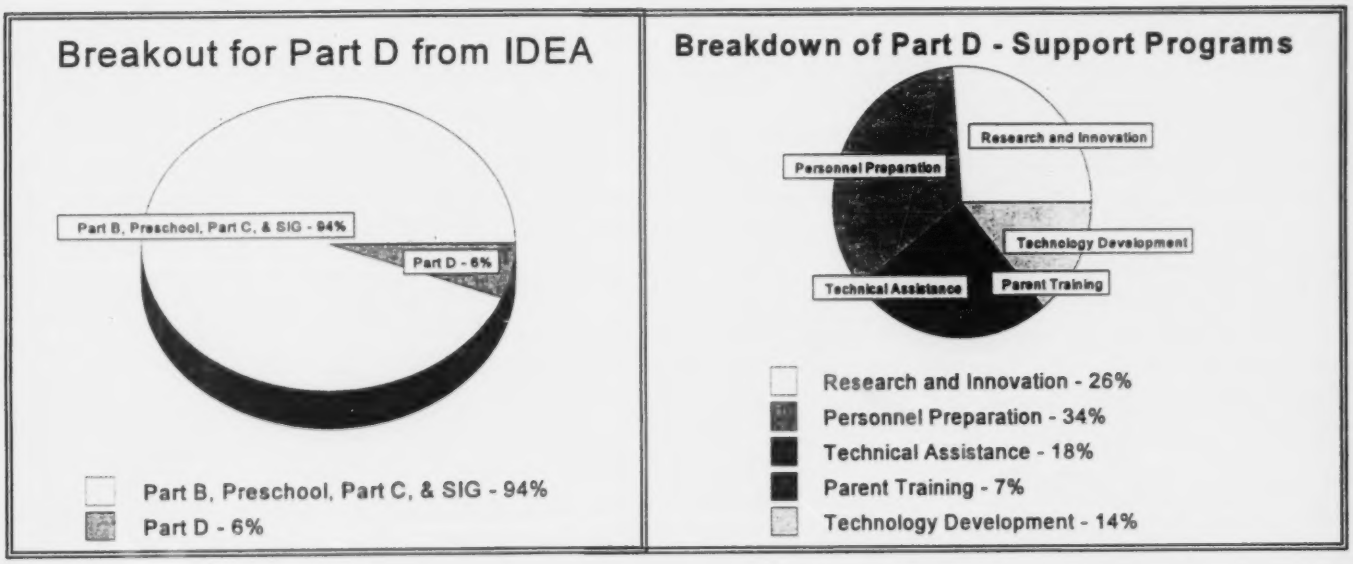
State (or Territory)	Allocation
New Hampshire	$1,812,075
New Jersey	$9,865,491
New Mexico	$2,415,047
New York	$22,590,621
North Carolina	$9,652,685
North Dakota	$1,812,075
Ohio	$13,495,119
Oklahoma	$4,236,413
Oregon	$3,969,749
Pennsylvania	$12,889,527
Rhode Island	$1,812,075
South Carolina	$4,638,845
South Dakota	$1,812,075
Tennessee	$6,622,525
Texas	$29,847,674
Utah	$3,832,145
Vermont	$1,812,075
Virginia	$8,150,863
Washington	$7,047,124
West Virginia	$1,812,075
Wisconsin	$6,010,473
Wyoming	$1,812,075
American Samoa	$581,948
Guam	$1,288,752
Northern Marianas	$387,343
Palau	$0
Puerto Rico	$5,560,061
Secretary of the Interior	$4,567,901
Virgin Islands	$759,069

*U.S. Department of Education data as of July 1999, based on December 1, 1998 child count.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

PART D
Support Programs

PART D SUPPORT PROGRAMS


Breakout for Part D from IDEA
Part B, Preschool, Part C, & SIG - 94%
Part D - 6%
Part B, Preschool, Part C, & SIG - 94%
Part D - 6%
Breakdown of Part D - Support Programs
Research and Innovation
Personnel Preparation
Technology Development
Technical Assistance
Parent Training
Research and Innovation - 26%
Personnel Preparation - 34%
Technical Assistance - 18%
Parent Training - 7%
Technology Development - 14%

In calculating our recommendations, CEC believes that the Part D programs should receive a total annual appropriation based upon a percentage derived from the *overall* annual appropriation for IDEA. CEC has used the private industry standard for research and demonstration; i.e., the percentage of overall operating budget applied by a company to ongoing research and demonstration (infrastructure) activities (also called the "R & D" activities). The private industry standard of 10% would be typical for most businesses. However, CEC, to be conservative, calculated the recommended total figure for the Part D support programs at 6%. Then CEC calculated the distribution by program *within* Part D based upon the relative allocation to each support program under the current appropriation distribution.

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IDEA PART D SUPPORT PROGRAMS AS AUTHORIZED BY P.L. 105-17

OVERVIEW OF PART D

The Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17, replaced the 14 support programs that were under Parts C-G with a new Part D, National Activities To Improve Education of Children with Disabilities. There are five authorized line items under this part. Four of these are authorized at "such sums as shall be necessary," and one program is funded by indexing based upon the Part B and Part C appropriation.

EFFECTIVE DATES

The new Part D of IDEA was effective October 1, 1997, except for the following: Paragraphs 1 and 2 of Section 661(g) (Standing Panel and Peer Review Panels) which took effect on January 1, 1998. Beginning October 1, 1997, the Secretary of Education may use funds appropriated under Part D to make continuation awards for projects that were funded under Section 618 and Parts C-G of IDEA as in effect on September 30, 1997.

REDESIGNED

The following is a narrative of how the support programs were reconfigured in the reauthorized IDEA. A comprehensive review of each of the programs is discussed following this narrative. For an overview of the components and their funding levels, please refer to the chart on page 3.

PART D: SUBPART 1

The National Activities to Improve Education of Children with Disabilities includes the State Program Improvement Grants for Children with Disabilities.

SUBPART 2

Coordinated Research, Personnel Preparation, Technical Assistance, Support and Dissemination of Information begins with the Administrative Procedures, Section 661, which was Section 610 in the old law.

CHAPTER 1

Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities through Coordinated Research and Personnel Preparation. This chapter contains three basic sections.

- First, Research and Innovation to Improve Services and Results for Children with Disabilities. This program consolidated 7 of the 14 support programs from the old law: Deaf-Blind Programs and Services, Children with Severe Disabilities, Early Childhood Education, Children and Youth with Serious Emotional Disturbance, Post-Secondary Education Programs, Secondary and Transition, and Innovation and Development. Research and Innovation has its own authorization of "such sums."

- Second, the program on Personnel Preparation to Improve Services and Results for Children with Disabilities also has its own authorization level of "such sums." This program was called Special Education Personnel Development in the old law.

- Third is Studies and Evaluations which was called Special Studies in the old law. This program has no separate authorization. Its annual appropriation will be based upon a proportion of the funds appropriated under Parts B and C.

CHAPTER 2

Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through Coordinated Research and Personnel Preparation covers several programs. Included are: Parent Training and Information Centers, Community Parent Resource Centers, Technical Assistance for Parent Training and Information Centers, and Coordinated Technical Assistance and Dissemination. These programs all have one authorization level of "such sums." This program consolidated Regional Resource Centers, Parent Training, and Clearinghouses from the old law.

- Following in Chapter 2 is Technology Development, Demonstration, and Utilization; and Media Services. This program contains two authorities: (a) Technology Development, Demonstration, and Utilization, and (2) Media Services, although there are no separate authorization levels for these two authorities. This program consolidated Special Education Technology and Media and Captioning Services from the old law.

PRIMARY EDUCATION INTERVENTION PROGRAM

This new program is authorized under Part D of IDEA to target children aged 5-9 years "with developmental delays who are experiencing significant problems in learning to read and who are exhibiting behavior problems." This program applies research-based knowledge to local practice. Funds can be used to support technical assistance and evaluation activities.

SUBPART 1—STATE PROGRAM IMPROVEMENT GRANTS

APPROPRIATIONS
(in millions)

FY 2000 Authorization	FY 2000 CEC Recommendation
such sums	$45.20

AUTHORIZING PROVISION

This new program was authorized June 4, 1997, through P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The State Program Improvement Grants is located at Part D, subpart 1 of IDEA.

PURPOSE

The purpose of this program is to assist state educational agencies (SEAs) and their partners (see description of partners below) in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

FUNDING

State educational agencies can apply for grants under this subpart for a period of at least one year and not more than five years. State Improvement Grants will be awarded on a competitive basis. Priority may be given on the basis of need, as indicated by information such as the federal compliance monitoring. The Secretary must use a panel of experts, the majority of whom are not federal employees, who are competent, by virtue of their training, expertise, or experience to evaluate applications. Funds from this subpart can be used to pay the expenses and fees of panel members who are not federal employees.

Grants made to states under this subpart will not be less than $500,000 and not more than $2,000,000 for the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico; and not less than $80,000 in the case of an outlying area. Beginning in 1999, the maximum amount to a grantee other than an outlying area may be increased by inflation. Considerations in determining the amount of the award must take into account: the amount of funds available, the relative population of the state or the outlying area, and the types of activities proposed.

An SEA funded under this subpart shall not use less than 75% of the grant funds for any fiscal year to ensure there are sufficient regular education, special education, and related services personnel who have the skills and knowledge necessary to meet the needs of children with disabilities and developmental goals of young children; or to work with other states on common certification criteria. If the state demonstrates it has the personnel described above, the state then must use not less than 50% for these purposes.

APPLICATION REQUIREMENTS

To be considered for a grant, an SEA must establish a partnership with local educational agencies (LEAs) and other state agencies involved in, or concerned with, the education of children with disabilities. In addition, the SEA must work in partnership with other persons and organizations involved in and concerned with the education of children with disabilities, including: (1) the governor, (2) parents of children with disabilities, (3) parents of non-disabled children, (4) individuals with disabilities, (5) organizations representing individuals with disabilities and their parents, including parent training and information centers, (6) community-based and other nonprofit organizations involved in the education and employment of individuals with disabilities, (7) the lead state agency for Part C, (8) general and special education teachers, and early intervention personnel, (9) the state advisory panel for Part B, (10) the state interagency coordinating council established under Part C, and (11) institutions of higher education within the state. Optional partners may also include individuals knowledgeable about vocational education, the state agency for higher education, the state vocational rehabilitation agency, public agencies with jurisdiction in the areas of health, mental health, social services, juvenile justice, and other individuals.

Each SEA applying must submit an application that includes a state improvement plan that is integrated, to the extent possible, with state plans under the Elementary and Secondary Education Act of 1965 and the Rehabilitation Act of 1973, as appropriate. Each plan must identify aspects of early intervention, general education, and special education (including professional development) that must be improved to enable children with disabilities to meet the goals established by the state under Part B. The plan must include an analysis of: (1) information on how children with disabilities are performing, (2) state and local needs for professional development for personnel, (3) major findings of the state's most recent federal compliance review, as they relate to improving results for children with disabilities, and (4) other information on the effectiveness of the state's systems of early intervention, special education, and general education in meeting the needs of children with disabilities. Each plan must also describe improvement strategies that will be undertaken as described below.

KINDS OF ACTIVITIES SUPPORTED

Each state improvement plan submitted with an application for funding under this subpart must describe the nature and extent of the partnership agreement that must be in effect for the period of the grant. The plan must describe how funds will be used for systems change activities including how the grant funds will be used and the amount and nature of funds from other sources including Part B funds retained for use at the state level under Sections 611 and 619 that will be used. The plan must describe how the improvement strategies undertaken will be coordinated with public and private sector resources. The improvement strategies that will be used to address the needs identified must be included in the plan, including:

A. How the state will change state policies and procedures to address systemic barriers to improving results for children with disabilities;

B. How the state will hold LEAs and schools accountable for the educational progress of children with disabilities;

C. How the state will provide technical assistance to LEAs and schools to improve results for children with disabilities;

D. How the state will address needs in 10 identified areas for in service and pre-service preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary;

E. Strategies that will address systemic problems identified in federal compliance reviews including shortages of qualified personnel;

F. How the state will disseminate results of the local capacity-building and improvement projects funded under 611(f)(4);

G. How the state will address improving results for children with disabilities in the geographic areas of greatest need; and

H. How the state will assess, on a regular basis, the extent to which the strategies implemented have been effective.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

This is a new program authorized by P.L. 105-17. It includes funds previously allocated under Section 632 Grants to State Education Agencies.

CEC RECOMMENDS

CEC recommends an appropriation of $45.2 million for the State Improvement Program. This is also the amount recommended by the Administration in the President's FY 2000 budget requests. CEC believes this is a reasonable amount for an effective launching of a new program in which comprehensive planning, collaboration, and systemic change are required in each participating state. CEC further recommends that appropriations increase as the program evolves and demonstrates improved results for children through systems change and professional development.

SUBPART 2—COORDINATED RESEARCH, PERSONNEL PREPARATION, TECHNICAL ASSISTANCE, SUPPORT, AND DISSEMINATION OF INFORMATION

ADMINISTRATIVE PROVISIONS

This section is contained in subpart 2 of Part D of IDEA. The administrative provisions that define the procedural requirements for these activities are included in Section 661 of subpart 2. These administrative provisions are significantly different from those that were in effect under Section 610 prior to the 1997 reauthorization. The new administrative provisions are summarized below.

COMPREHENSIVE PLAN

The Secretary shall develop and implement a comprehensive plan for activities to enhance the provision of educational, related, transitional, and early intervention services under Parts B and C. The plan shall also include mechanisms to address needs in the service areas listed above as identified in applications submitted under the State Program Improvement program. In developing the plan, the Secretary must consult with individuals with disabilities, parents of children with disabilities, appropriate professionals, and representatives of state and local education agencies, private schools, institutions of higher education, other federal agencies, the National Council on Disability, and national organizations with an interest in, and expertise in, providing services to children with disabilities and their families. Public comment on the plan is required.

To the extent appropriate, funds under subpart 2, which are all the programs under Part D except for the State Program Improvement Grants, are to be awarded to benefit, directly or indirectly, children with disabilities of all ages. An initial report from the Secretary regarding the plan was due to Congress in December 1998 with periodic reports due to Congress thereafter.

ELIGIBLE APPLICANTS

Unless otherwise noted for a specific program, the following entities are eligible: state education agency (SEA), local education agency (LEA), institution of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or a tribal organization, and a for-profit organization if the Secretary finds it appropriate in light of the purposes of a particular competition. The Secretary may limit the entities eligible for a particular competition to one or more of the above eligible applicants.

USE OF FUNDS BY THE SECRETARY

In any fiscal year, the Secretary can use up to 20% of the funds in either Chapter 1, Coordinated Research and Personnel Preparation or Chapter 2, Coordinated Technical Assistance, Support, and Dissemination of Information for activities that are consistent with the purpose of Chapter 1, Chapter 2, or both. These activities must also involve research; personnel preparation; parent training and information; technical assistance and dissemination; technology development, demonstration, and utilization; or media services.

SPECIAL POPULATIONS

In making awards under programs under subpart 2 (all support programs under Part D except State Program Improvement Grants) the Secretary shall, as appropriate, require applicants to demonstrate how the needs of children with disabilities from minority backgrounds will be addressed. Further, at least 1% of the total amount of funds appropriated for subpart 2 (all support programs under Part D except for the State Program Improvement Grants) must be used for either or both of the following:

A. To provide outreach and technical assistance to Historically Black Colleges and Universities, and to institutions of higher education with minority enrollments of at least 25%, to promote the participation of such colleges, universities, and institutions in activities under this subpart.

B. To enable Historically Black Colleges and Universities, and the institutions described above in (A) to assist other colleges, universities, institutions, and agencies in improving educational and transitional results for children with disabilities.

PRIORITIES

Except when specifically noted in the legislation, all awards under Part D are only for activities designed to benefit children with disabilities, their families, or the personnel employed to work with these children or their families; or to benefit other individuals with disabilities whom the program is intended to benefit. In making awards, the Secretary may, without any rule-making procedure, limit competitions to, or otherwise give priority to:

A. Projects that address one or more—age ranges, disabilities, school grades, types of educational placements or early intervention environments, types of services, content areas (such as reading), or effective strategies for helping children with disabilities learn appropriate behavior in school and other community-based educational settings;

B. Projects that address the needs of children based upon the severity of their disability;

C. Projects that address the needs of low-achieving students, under served populations, children from low-income families, children with limited English proficiency, unserved and underserved areas, particular types of geographic areas, or children whose behavior interferes with their learning and socialization;

D. Projects to reduce inappropriate identification of children as children with disabilities, particularly among minority children;

E. Projects that are carried out in particular areas of the country, to ensure broad geographic coverage; and

F. Any activity expressly identified in subpart 2 (all programs under Part D except for the State Program Improvement Grants).

APPLICANT AND RECIPIENT RESPONSIBILITY

The Secretary shall require applicants and recipients of funds under subpart 2 (all programs under Part D except for State Improvement Grants) to involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the project, and where appropriate, to determine whether the project has any potential for replication and adoption by other entities. Further, the Secretary may require recipients of funding under subpart 2: (1) to share in the cost of the project; (2) to prepare the research and evaluation findings and products from the project in formats useful for specific audiences, including parents, administrators, teachers, early intervention personnel, related services personnel, and individuals with disabilities; (3) to disseminate such findings and products; and (4) to collaborate with other recipients in the dissemination activities under (2) and (3) above.

APPLICATION MANAGEMENT

The Secretary may use funds from this subpart to evaluate activities conducted under this subpart. Funds under this subpart also may be used to pay the expenses and fees of panel members who are not employees of the Federal government. Up to 1% of the funds under subpart 2 may be used to pay nonfederal entities for administrative support related to management of applications under this subpart. In addition, funds under this subpart may be used to pay the expenses of federal employees to conduct on-site monitoring of projects receiving $500,000 or more in any fiscal year. Two kinds of panels are mentioned in the legislation:

A. **A Standing Panel**. The Secretary shall establish and use a standing panel of experts competent by virtue of their training, expertise, or experience, to evaluate applications under subpart 2 that individually request more than $75,000 per year. The membership of the panel shall include, at a minimum, individuals who: (1) represent institutions

of higher education that plan, develop, and carry out programs of personnel preparation; (2) design and carry out programs of research targeted to the improvement of special education programs and services; (3) have recognized experience and knowledge necessary to integrate and apply research findings to improve educational and transitional results for children with disabilities; (4) administer programs at the state or local level in which children with disabilities participate; (5) prepare parents of children with disabilities to participate in making decisions about the education of their children; (6) establish policies that affect the delivery of services; (7) are parents of children with disabilities who are benefiting, or have benefited from research, personnel preparation, and technical assistance; and (8) individuals with disabilities. Members of the panel must be provided training. No panel member can serve more than three consecutive years unless the Secretary determines that continued participation by that individual is necessary.

B. **Peer-Review Panels for Particular Competitions**. The Secretary shall ensure that each subpanel selected from the Standing Panel that reviews applications includes: (1) individuals with knowledge and expertise on the issues addressed by activities under subpart 2, and (2) to the extent practicable, parents of children with disabilities, individuals with disabilities, and persons from diverse backgrounds. A majority of individuals on each subpanel cannot be employees of the Federal government.

MINIMUM FUNDING REQUIRED

For each fiscal year, at least the following amounts must be provided under this subpart to address the following needs:

A. $12,832,000 to address the educational, related services, transitional, and early intervention needs of children with deaf-blindness.

B. $4,000,000 to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.

C. $4,000,000 to address the educational, related services, and transitional needs of children with an emotional disturbance and those who are at risk of developing an emotional disturbance.

If the total amount appropriated to carry out Research and Innovation (Section 672), Personnel Preparation (Section 673), and Coordinated Technical Assistance and Dissemination (Section 685) for any fiscal year is less than $130,000,000, the amounts listed above will be proportionally reduced.

ELIGIBILITY FOR PRESCHOOL FINANCIAL ASSISTANCE

No state or local educational agency or educational service agency or other public institution or agency may receive a grant under subpart 2 that relates exclusively to programs, projects, and activities pertaining to children aged 3 through 5 unless the state is eligible to receive a grant under Section 619, Preschool Grants.

RESEARCH AND INNOVATION TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES

APPROPRIATIONS
(in millions)

FY 2000 Authorization	FY 2000 CEC Recommendation
such sums	$83.30

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Research and Innovation Program is located at IDEA, Part D, Subpart 2, Chapter 1, Section 672.

PURPOSE

The purpose of this program is to produce, and advance the use of, knowledge to:

A. Improve services to children with disabilities, including the practices of professionals and others involved in providing such services; and educational results to children with disabilities;

B. Address the special needs of preschool-aged children and infants and toddlers with disabilities, including infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them;

C. Address the specific problems of over-identification and under-identification of children with disabilities;

D. Develop and implement effective strategies for addressing inappropriate behavior of students with disabilities in schools, including strategies to prevent children with emotional and behavioral problems from developing emotional disturbances that require the provision of special education and related services;

E. Improve secondary and postsecondary education and transitional services for children with disabilities; and

F. Address the range of special education, related services, and early intervention needs of children with disabilities who need significant

levels of support to maximize their participation and learning in school and in the community.

This program contains three separate authorities: New Knowledge Production; Integration of Research and Practice; and Improving the Use of Professional Knowledge. These are discussed below under "Kinds of Activities Supported."

FUNDING

The legislation indicates that the Secretary "shall" ensure that there is an appropriate balance among the three authorities included in Section 672 as described below. In addition, the Secretary must ensure an appropriate balance across all age ranges of children with disabilities.

Funding will be awarded through competitive grants, contracts, or cooperative agreements. Eligible applicants include: state education agencies (SEAs), local education agencies (LEAs), institutions of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or a tribal organization, and a for-profit organization if the Secretary finds it appropriate in light of the purposes for this competition. The Secretary may limit the entities eligible for this competition to one or more of the above eligible applicants.

KINDS OF ACTIVITIES SUPPORTED

A. **New Knowledge Production** includes activities such as:

1. Expanding understanding of the relationship between learning characteristics of children with disabilities and the diverse ethnic, cultural, linguistic, social, and economic backgrounds of children with disabilities and their families.

2. Developing or identifying innovative, effective, and efficient curricula designs; instructional approaches and strategies, and developing or identifying positive academic and social learning opportunities that (a) enable children with disabilities to make effective transitions (i.e., early intervention to preschool, preschool to elementary school and secondary to adult life) or make effective transitions between educational settings; and (b) improve educational and transitional results that enhance the progress of the children, as measured by assessments within the general education curriculum.

3. Advancing the design of assessment tools and procedures that will accurately and efficiently determine the special instructional, learning, and behavioral needs of children with disabilities, especially within the context of general education.

4. Studying and promoting improved alignment and comparability of general and special education reforms concerned with curricular and instructional reform, evaluation and accountability of such reforms, and administrative procedures.

5. Advancing the design, development, and integration of technology, assistive technology devices, media, and materials, to improve early intervention, educational, and transitional services and results for children with disabilities.

6. Improving designs, processes, and results of personnel preparation for personnel who provide services to children with disabilities through the acquisition of information on, and implementation of, research-based practices.

7. Advancing knowledge about the coordination of education with health and social services.

8. Producing information on the long-term impact of early intervention and education on results for individuals with disabilities through large-scale longitudinal studies.

B. **Integration of Research and Practice** includes activities that support state systemic-change, local capacity-building, and improvement efforts such as the following:

1. Model demonstration projects to apply and test research findings in typical service settings to determine the usability, effectiveness, and general applicability of findings in such areas as improving instructional methods, curricula, and tools, such as textbooks and media.

2. Demonstrating and applying research-based findings to facilitate systemic changes, related to the provision of services to children with disabilities, in policy, procedure, practice, and the training and use of personnel.

3. Promoting and demonstrating the coordination of early intervention and educational services for children with disabilities with services provided by health, rehabilitation, and social services agencies.

4. Identifying and disseminating solutions that overcome systemic barriers to the effective and efficient delivery of early intervention, educational, and transitional services to children with disabilities.

C. **Improving the Use of Professional Knowledge** includes activities that support state systemic-change, local capacity-building and improvement efforts such as:

1. Synthesizing useful research and other information relating to the provision of services to children with disabilities, including effective practices.

2. Analyzing professional knowledge bases to advance an understanding of the relationships, and the effectiveness of practices, relating to the provision of services to children with disabilities.

3. Ensuring that research and related products are in appropriate formats for distribution to teachers, parents, and individuals with disabilities.

4. Enabling professionals, parents of children with disabilities, and other persons to learn about and implement the findings of research and successful practices developed in model demonstration projects relating to the provision of services to children with disabilities.

5. Conducting outreach, and disseminating information relating to successful approaches to overcoming systemic barriers to the effective and efficient delivery of early intervention, educational, and transitional services to personnel who provide services to children with disabilities.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were seven separate support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes, they are listed with their FY 1997 appropriations (in millions) as follows:

♦ Deaf-Blind Programs and Services (Sec. 622)	$12.83
♦ Children with Severe Disabilities (Sec. 624)	$10.03
♦ Early Childhood Education (Sec. 623)	$25.15
♦ Children & Youth w/Serious Emotional Disturbance (Sec. 627)	$ 4.15
♦ Post-Secondary Education Programs (Sec. 625)	$ 8.84
♦ Secondary and Transition (Sec. 626)	$23.97
♦ Innovation and Development (Sections 641 & 642)	$16.00
TOTAL	$100.97

CEC RECOMMENDS

CEC recommends an appropriation of $83.30 million in FY 2000. This figure is necessary to ensure the continuation of critical research to practice activities that have consistently served as the foundation for achieving meaningful results for children with disabilities and for providing cutting-edge knowledge and skills for professionals. This figure also allows for adequate resources to ensure a balance of activities across all age ranges and across the full spectrum of disabilities, within the three authorities in this newly consolidated program.

Successful implementation of the many refinements to IDEA made by P.L. 105-17 will depend upon adequate funding to address challenging research and innovation activities. Examples of activities include: implementing and evaluating the expanded option of developmental delay through age 9; participation of children with disabilities in assessments; disproportionate representation of minority children; continued development of non-discriminatory assessment tools; development and implementation of effective alternative programs; practices to ensure safe school; and greater involvement in and progress in the general curriculum for children with disabilities.

PERSONNEL PREPARATION TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES

APPROPRIATIONS
(in millions)

FY 2000 Authorization	FY 2000 CEC Recommendation
such sums	$109.00

AUTHORIZING PROVISION

This new program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Personnel Preparation to Improve Services and Results Program is located at IDEA, Part D, Subpart 2, Chapter 1, Section 673.

PURPOSE

The purpose of this program is to (1) help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education, to work with children with disabilities; and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

This program contains four authorities: Low-Incidence Disabilities; Leadership Preparation; Projects of National Significance; and High-Incidence Disabilities. These are discussed below under "Kinds of Activities Supported."

FUNDING/ APPLICATIONS

The Secretary shall, on a competitive basis, make grants to, or enter into contracts or cooperative agreements with eligible entities.

A. **Selection of Recipients**
In selecting recipients for low-incidence disabilities, the Secretary may give preference to applications that prepare personnel in more than one low-incidence disability, such as deafness and blindness. Further, the Secretary shall ensure that all recipients who use that assistance to prepare personnel to provide services to visually impaired or blind children that can appropriately be provided in Braille will prepare those individuals to provide those services in Braille.

In selecting recipients for high-incidence disabilities, the Secretary may consider the impact of the project proposed in the application in meeting the need for personnel identified by the states. Only eligible applicants that meet state and professionally-recognized standards for the preparation of special education and related services personnel, if the purpose of the project is to assist personnel in obtaining degrees, shall be awarded grants.

The Secretary may give preference to institutions of higher education that are (a) educating regular education personnel to meet the needs of children with disabilities in integrated settings and educating special education personnel to work in collaboration with regular education in integrated settings; and (b) are successfully recruiting and preparing individuals with disabilities and individuals from groups that are under-represented in the profession for which they are preparing individuals.

B. **Applications**: Any eligible entity that wishes to receive a grant, or enter into a contract or cooperative agreement shall submit an application to the Secretary containing the following information as required.

1. Applications shall include information demonstrating that the activities described in the application will address needs identified by the state or states the applicant proposes to serve.

2. Any applicant that is not a local educational agency (LEA) or a state educational agency (SEA) shall include information demonstrating that the applicant and one or more SEAs have engaged in a cooperative effort to plan the project to which the application pertains, and will cooperate in carrying out and monitoring the project.

3. The Secretary may require applicants to provide letters from one or more states stating that the states (a) intend to accept successful completion of the proposed personnel preparation program as meeting state personnel standards for serving children with disabilities or serving infants and toddlers with disabilities; and (b) need personnel in the area or areas in which the applicant's purpose is to provide preparation, as identified in the states' comprehensive systems of personnel development under Parts B and C.

C. **Service Obligation:** Each application for funds under Low-Incidence, High-Incidence, and National Significance (to the extent appropriate)

shall include an assurance that the applicant will ensure that individuals who receive a scholarship under the proposed project will provide special education and related services to children with disabilities for 2 years for every year for which assistance was received or repay all or part of the cost of that assistance, in accordance with regulations issued by the Secretary. Each application for funds under Leadership Preparation shall also include an assurance that the applicant will perform work related to their preparation for a period of 2 years for every year for which assistance was received or repay all or part of the cost of that assistance.

D. **Scholarships:** The Secretary may include funds for scholarships, with necessary stipends and allowances in awards in low-incidence, leadership, national significance, and high-incidence.

KINDS OF ACTIVITIES SUPPORTED

A. **Low-Incidence Disabilities** such as: visual or hearing impairments, or simultaneous visual and hearing impairments; significant cognitive impairment; or any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education (FAPE) will support activities that:

1. Prepare persons who: (a) have prior training in educational and other related service fields; and (b) are studying to obtain degrees, certificates, or licensure that will enable them to assist children with disabilities to achieve the objectives set out in their individualized education programs (IEPs) described in Section 614(d), or to assist infants and toddlers with disabilities to achieve the outcomes described in their individualized family service plans described in Section 636.

2. Provide personnel from various disciplines with interdisciplinary training that will contribute to improvement in early intervention, educational, and transitional results for children with disabilities.

3. Prepare personnel in the innovative uses and application of technology to enhance learning by children with disabilities through early intervention, educational and transitional services.

4. Prepare personnel who provide services to visually impaired or blind children to teach and use Braille in the provision of services to such children.

5. Prepare personnel to be qualified educational interpreters, to assist children with disabilities, particularly deaf and hard-of-hearing children in school and school-related activities and deaf and hard-of-hearing infants and toddlers and preschool children in early intervention and preschool programs.

6. Prepare personnel who provide services to children with significant cognitive disabilities and children with multiple disabilities.

B. **Leadership Preparation** supports activities that:

1. Prepare personnel at the advanced graduate, doctoral, and postdoctoral levels of training to administer, enhance, or provide services for children with disabilities.

2. Provide interdisciplinary training for various types of leadership personnel, including teacher preparation faculty, administrators, researchers, supervisors, principals, and other persons whose work affects early intervention, educational, and transitional services for children with disabilities.

C. **Projects of National Significance** are those that have broad applicability and include activities that:

1. Develop and demonstrate effective and efficient practices for preparing personnel to provide services to children with disabilities, including practices that address any needs identified in the state's improvement plan under Part C.

2. Demonstrate the application of significant knowledge derived from research and other sources in the development of programs to prepare personnel to provide services to children with disabilities.

3. Demonstrate models for the preparation of, and interdisciplinary training of, early intervention, special education, and general education personnel, to enable the personnel to: (a) acquire the collaboration skills necessary to work within teams to assist children with disabilities; and (b) achieve results that meet challenging standards, particularly within the general education curriculum.

4. Demonstrate models that reduce shortages of teachers, and personnel from other relevant disciplines, who serve children with disabilities, through reciprocity arrangements between states that are related to licensure and certification.

5. Develop, evaluate, and disseminate model teaching standards for persons working with children with disabilities.

6. Promote the transferability, across state and local jurisdiction, of licensure and certification of teachers and administrators working with such children.

7. Develop and disseminate models that prepare teachers with strategies, including behavioral interventions, for addressing the conduct of children with disabilities that impedes their learning and that of others in the classroom.

8. Provide professional development that addresses the needs of children with disabilities to teachers or teams of teachers, and where appropriate, to school board members, administrators, principals, pupil-service personnel, and other staff from individual schools.

9. Improve the ability of general education teachers, principals, and other administrators to meet the needs of children with disabilities.

10. Develop, evaluate, and disseminate innovative models for the recruitment, induction, retention, and assessment of new, qualified teachers, especially from groups that are under represented in the teaching profession, including individuals with disabilities.

11. Support institutions of higher education with minority enrollments of at least 25% for the purpose of preparing personnel to work with children with disabilities.

D. **High-Incidence Disabilities**, such as children with specific learning disabilities, speech or language impairment, or mental retardation, include the following:

1. Activities undertaken by institutions of higher education, local educational agencies, and other local entities that: (a) improve and reform their existing programs to prepare teachers and related services personnel to meet the diverse needs of children with disabilities for early intervention, educational, and transitional services; and (b) work collaboratively in regular classroom settings to incorporate best practices and research-based knowledge about preparing personnel so they will have the knowledge and skills to improve educational results for children with disabilities.

2. Activities incorporating innovative strategies to recruit and prepare teachers and other personnel to meet the needs of areas in which there are acute and persistent shortages of personnel.

3. Activities that develop career opportunities for paraprofessionals to receive training as special education teachers, related services personnel, and early intervention personnel, including interdisciplinary training to enable them to improve early intervention, educational, and transitional results for children with disabilities.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, this program was called Special Education Personnel Development, and the FY 1997 appropriation was $91.34 million. This former program included Section 631—Grants for Personnel Training and Section 632—Grants to State Education Agencies.

CEC RECOMMENDS

CEC recommends an appropriation of $109.00 million in FY 2000. This figure will allow continued funding of innovative, state of the art, professional preparation programs that have a strong link to the research base for teaching and teacher preparation and which promote research into practice in the classroom. A vital new responsibility of this program is to provide the groundwork in professional preparation that states will depend upon to ensure the success of the systems change and professional development activities authorized in the state improvement program.

STUDIES AND EVALUATIONS

APPROPRIATIONS
(in millions)

FY 2000 Authorization	FY 2000 CEC Recommendation
indexed	see Funding section

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Studies and Evaluations is located at IDEA, Part D, Subpart 2, Chapter 1, Section 674.

PURPOSE

The Secretary shall, directly or through grants, contracts, or cooperative agreements, assess the progress in the implementation of this Act, including the effectiveness of state and local efforts to provide: (1) a free appropriate public education to children with disabilities; and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

FUNDING

The Secretary may reserve up to ½ of 1% of the amount appropriated under Parts B and C for each fiscal year to carry out this Section except for the first fiscal year in which the amount described above is at least $20,000,000; the maximum amount the Secretary may reserve is $20,000,000. For each subsequent fiscal year, the maximum amount the Secretary may reserve is $20,000,000, increased by the cumulative rate of inflation since the previous fiscal year. In any fiscal year for which the Secretary reserves the maximum amount, the Secretary shall use at least half of the reserved amount for activities under Technical Assistance to the local education agencies (LEAs) for local capacity building and improvement under Section 611(f)(4) and other LEA systemic improvement activities.

KINDS OF ACTIVITIES SUPPORTED

The Secretary may support studies, evaluations, and assessments, including studies that:

A. Analyze measurable impact, outcomes, and results achieved by state educational agencies and LEAs through their activities to reform policies, procedures, and practices designed to improve educational and transitional services and results for children with disabilities;

B. Analyze state and local needs for professional development, parent training, and other appropriate activities that can reduce the need for disciplinary actions involving children with disabilities;

C. Assess educational and transitional services and results for children with disabilities from minority backgrounds including data on the number of minority children who: (1) are referred for special education evaluation; (2) are receiving special education and related services and their educational or other service placement; and (3) graduated from secondary and postsecondary education. Identify and report on the placement of children with disabilities by disability category.

The Secretary is also required to maintain data on the performance of children with disabilities from minority backgrounds on state assessments and other performance indicators established for all students and measure educational and transitional services and results of children with disabilities including longitudinal studies that:

1. Examine educational and transitional services and results for children with disabilities who are 3 through 17 years of age and who are receiving special education and related services using a national, representative sample of distinct age cohorts and disability categories; and

2. Examine educational results, postsecondary placement, and employment status of individuals with disabilities, 18 through 21 years of age, who are receiving or have received special education and related services.

Three activities shall occur as follows: National Assessment, Annual Reports, and Technical Assistance to LEAs.

National Assessment

1. The Secretary shall carry out a national assessment of activities using federal funds in order to:

   a. determine the effectiveness of this Act in achieving its purposes;
   b. provide information to the President, Congress, the states, LEAs, and the public on how to implement the Act more effectively; and
   c. provide the President and Congress with information that will be useful in developing legislation to achieve the purposes of this Act more effectively.

2. The Secretary shall plan, review, and conduct the national assessment in consultation with researchers, state practitioners, local practitioners, parents of children with disabilities, individuals with disabilities, and other appropriate individuals.

3. The national assessment shall examine how well schools, LEAs, states, other recipients of assistance, and the Secretary are achieving the purposes, including:

   a. improving the performance of children with disabilities in general scholastic activities and assessments as compared to nondisabled children;
   b. providing for the participation of children with disabilities in the general curriculum;
   c. helping children with disabilities make successful transitions from early intervention services to preschool, preschool to elementary school, and secondary school to adult life;
   d. placing and serving children with disabilities, including minority children, in the least restrictive environment appropriate;
   e. preventing children with disabilities, especially children with emotional disturbances and specific learning disabilities, from dropping out of school;
   f. addressing behavioral problems of children with disabilities as compared to nondisabled children;
   g. coordinating services with each other, with other educational and pupil services (including preschool services), and with health and social services funded from other sources;
   h. providing for the participation of parents of children with disabilities in the education of their children; and
   i. resolving disagreements between education personnel and parents through activities such as mediation.

4. The Secretary shall submit to the President and Congress an interim report that summarizes the preliminary findings of the assessment not later than October 1, 1999, and a final report of the findings of the assessment not later than October 1, 2001.

ANNUAL REPORT The Secretary shall report annually to Congress on: (1) an analysis and summary of the data reported by the states and the Secretary of the Interior under Section 618; (2) the results of activities conducted under Studies and Evaluations; and (3) the finding and determinations resulting from reviews of state implementation.

TECHNICAL ASSISTANCE

The Secretary shall provide directly or through grants, contracts, or cooperative agreements, technical assistance to LEAs to assist them in carrying out local capacity-building and improvement projects under Section 611(f)(4) and other LEA systemic improvement activities.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, this program was called Special Studies and the FY 1997 appropriation was $3.83 million.

COORDINATED TECHNICAL ASSISTANCE, SUPPORT, AND DISSEMINATION OF INFORMATION

APPROPRIATIONS
(in millions)

FY 2000 Authorization	FY 2000 CEC Recommendation
such sums	$57.70

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through Coordinated Technical Assistance, Support, and Dissemination of Information program is located at IDEA, Part D, Subpart 2, Chapter 2, Sections 681-686.

National technical assistance, support, and dissemination activities are necessary to ensure that Parts B and C are fully implemented and achieve quality early intervention, educational, and transitional results for children with disabilities and their families. The purpose of this program is to ensure that:

A. Children with disabilities and their parents receive training and information on their rights and protections under this Act, in order to develop the skills necessary to effectively participate in planning and decision making relating to early intervention, educational, and transitional services and in systemic-change activities.

B. Parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel receive coordinated and accessible technical assistance and information to assist such persons, through systemic-change activities and other efforts, to improve early intervention, educational, and transitional services and results for children with disabilities and their families.

C. On reaching the age of majority under state law, children with disabilities understand their rights and responsibilities under Part B, if the state provides for the transfer of parental rights under Section 615(m) (Transfer of Parental Rights at Age of Majority).

This program contains four authorities: Parent Training and Information (PTI) Centers; Community Parent Resource (CPR) Centers; Technical Assistance for Parent Training and Information Centers; and Coordinated Technical Assistance and Dissemination. There are no separate authorization levels for these four authorities. These are discussed separately below.

A. PARENT TRAINING AND INFORMATION (PTI) CENTERS—Section 682

The application process and specific activities for PTI's are as follows:

Distribution of Funds

The Secretary may make grants to, and enter into contracts and cooperative agreements with, parent organizations to support parent training and information centers to carry out activities. The Secretary shall make at least one award to a parent organization in each state, unless an application of sufficient quality to warrant approval is not received. Selection of a PTI center shall ensure the most effective assistance to parents including parents in urban and rural areas.

Parent organization is defined as a private nonprofit organization (other than an institution of higher education) that has a board of directors—the majority of whom are parents of children with disabilities—and includes individuals working in the fields of special education, related services, and early intervention and includes individuals with disabilities. In addition, the parent and professional members are broadly representative of the population to be served or have (1) a membership that represents the interests of individuals with disabilities and has established a special governing committee that meets the above requirements; and (2) a memorandum of understanding between the special governing committee and the board of directors of the organization that clearly outlines the relationship between the board and the committee of the decision-making responsibilities and authority of each.

The board of directors or special governing committee of each organization that receives an award under this Section shall meet at least once in each calendar quarter to review the activities for which the award was made. Each special governing committee shall directly advise the organization's governing board of its view and recommendations. When an organization requests a continuation award under this Section, the board of directors or special governing committee shall submit to the Secretary a written review of the parent

training and information program conducted by the organization during the preceding fiscal year.

KINDS OF ACTIVITIES SUPPORTED

Each PTI center shall:

1. Provide training and information that meets the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified.

2. Assist parents to understand the availability of, and how to effectively use, procedural safeguards under this Act, including encouraging the use, and explaining the benefits, of alternative methods of dispute resolution, such as the mediation process described in Section 615(e).

3. Serve the parents of infants, toddlers, and children with the full range of disabilities.

4. Assist parents to: better understand the nature of their children's disabilities and their educational and developmental needs; communicate effectively with personnel responsible for providing special education, early intervention, and related services; participate in decision-making processes and the development of individualized education programs under Part B and individualized family service plans under Part C; obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; understand the provisions of this Act for the education of, and the provision of, early intervention services to children with disabilities; and participate in school reform activities.

5. In states where the state elects to contract with the PTI center, contract with SEAs to provide, consistent with subparagraphs (B) and (D) of Section 615(e)(2), individuals who meet with parents to explain the mediation process to them.

6. Network with appropriate clearinghouses, including organizations conducting national dissemination activities under Section 685(d), and with other national, state, and local organizations and agencies, such as protection and advocacy agencies, that serve parents and families of children with the full range of disabilities.

7. Annually report to the Secretary on (a) the number of parents to whom it provided information and training in the most recently concluded

fiscal year; and (b) the effectiveness of strategies used to reach and serve parents, including underserved parents of children with disabilities.

In addition, a PTI center may: (a) provide information to teachers and other professionals who provide special education to children with disabilities; (b) assist students with disabilities to understand their rights and responsibilities under Section 615(m) on reaching the age of majority; and (c) assist parents of children with disabilities to be informed participants in the development and implementation of the state's improvement plan.

B. COMMUNITY PARENT RESOURCE CENTER—Section 683

The application process and specific activities for CPR centers are as follows:

Distribution of Funds

The Secretary may make grants to, and enter into contracts and cooperative agreements with local parent organizations to support PTIs that will help ensure that underserved parents of children with disabilities—including low-income parents, parents of children with limited English proficiency, and parents with disabilities—have the training and information they need to enable them to participate effectively in helping their children with disabilities.

A local parent organization means a parent organization, as defined in Section 682(g), that either: (a) has a board of directors of whom the majority are from the community to be served; or (b) has as a part of its mission, serving the interests of individuals with disabilities from such community and a special governing committee to administer the grant, contract, or cooperative agreement, of whom the majority of members are individuals from such community.

Kinds of Activities Supported

Each CPR center shall:

1. Provide training and information that meets the needs of parents of children with disabilities proposed to be served by the center;

2. Carry out the activities required of PTI centers;

3. Establish cooperative partnerships with the PTI centers;

4. Be designed to meet the specific needs of families who experience significant isolation from available sources of information and support.

C. TECHNICAL ASSISTANCE FOR PTI CENTERS—Section 684

The Secretary may, directly or through awards to eligible entities, provide technical assistance for developing, assisting, and coordinating parent training and information programs carried out by PTI and CPR centers.

Kinds of Activities Supported

Technical assistance may be provided in areas such as:

1. Effective coordination of parent training efforts;
2. Dissemination of information;
3. Evaluation by the center of itself;
4. Promotion of the use of technology, including assistive technology devices and services;
5. Reaching under served populations;
6. Including children with disabilities in general education programs;
7. Facilitation of transitions from: (a) early intervention services to preschool; (b) preschool to school; and (c) secondary school to post-secondary environments; and
8. Promotion of alternative methods of dispute resolution.

D. COORDINATED TECHNICAL ASSISTANCE AND DISSEMINATION—Section 685

Distribution of Funds

The Secretary shall, by competitively making grants or entering into contracts and cooperative agreements with eligible entities, provide technical assistance and information through such mechanisms as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in capacity building, to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and address systemic-change goals and priorities.

This Section includes the following activities: systemic technical assistance; specialized technical assistance; and national information dissemination. There are no individual authorizations for each of these activities.

Kinds of Activities Supported

1. Systemic technical assistance includes activities such as the following:

   a. assisting states, local educational agencies (LEAs), and other participants in partnerships established under the State Improvement grants with the process of planning systemic changes that will promote improved early intervention, educational, and transitional results for children with disabilities;
   b. promoting change through a multi-state or regional framework that benefits states, LEAs, and other participants in partnerships that are in the process of achieving systemic-change outcomes;
   c. increasing the depth and utility of information in ongoing and emerging areas of priority identified by states, LEAs, and other participants in partnerships in the process of achieving systemic-change outcomes;
   d. promoting communication and information exchange among states, LEAs, and other participants in partnerships, based on the needs and concerns identified by the participants in the partnership, rather than on externally imposed criteria or topics, regarding practices, procedures, policies, and accountability of the states, LEAs, and other participants in partnerships for improved early intervention, educational, and transitional results for children with disabilities.

2. Specialized technical assistance include activities that:

   a. focus on specific areas of high-priority need that are identified by the participants, which require the development of new knowledge, or the analysis and synthesis of substantial bodies of information not readily available, and will contribute significantly to the improvement of early intervention, educational, and transitional services and results for children with disabilities and their families;
   b. focus on needs and issues that are specific to a population of children with disabilities, such as the provision of single-state and multi-state technical assistance and in service training to: (I) schools and agencies serving deaf-blind children and their families; and (ii) programs and agencies serving other groups of children with low-incidence disabilities and their families; or
   c. address the post-secondary education needs of individuals who are deaf or hard-of-hearing.

3. National Information Dissemination includes activities relating to:

   a. infants, toddlers, and children with disabilities and their families;
   b. services for populations of children with low-incidence disabilities, including deaf-blind children, and targeted age groupings;
   c. the provision of post-secondary services to individuals with disabilities;
   d. the need for and use of personnel to provide services to children with disabilities, and personnel recruitment, retention, and preparation;
   e. issues that are of critical interest to SEAs and LEAs, other agency personnel, parents of children with disabilities, and individuals with disabilities;
   f. educational reform and systemic-change within states; and
   g. promoting schools that are safe and conducive to learning.

   For purposes of National Information Dissemination activities, the Secretary may support projects that link states to technical assistance resources, including special education and general education resources, and may make research and related products available through libraries, electronic networks, parent training projects, and other information sources.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were three separate support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes they are listed with their FY 1997 appropriations (in millions) as follows:

♦ Regional Resource Centers	$6.64
♦ Parent Training	$15.54
♦ Clearinghouses	$1.99
TOTAL	$24.17

CEC RECOMMENDS

CEC recommends an appropriation of $57.70 million in FY 2000. This figure is necessary to ensure the continuation of critical activities in the areas of parent training and information, coordinated technical assistance, and support and dissemination of information, particularly in light of the refinements made in the IDEA amendments. For instance, these amendments call for greatly expanded information and technical assistance at the school building and local community levels, including community parent resource centers, as well as enhanced support for teachers. Mechanisms such as clearinghouses, resource centers, and technical assistance systems now take on an expanded, new significance.

TECHNOLOGY DEVELOPMENT, DEMONSTRATION, AND UTILIZATION; AND MEDIA SERVICES

APPROPRIATIONS
(in millions)

FY 2000 Authorization	FY 2000 CEC Recommendation
such sums	$44.90

AUTHORIZING PROVISION

This new program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Technology Development, Demonstration, and Utilization; and Media Services is located at IDEA, Part D, Subpart 2, Chapter 2, Section 687.

PURPOSE

To support activities so that:

A. Appropriate technology and media are researched, developed, demonstrated, and made available in timely and accessible formats to parents, teachers, and all types of personnel providing services to children with disabilities to support their roles as partners in the improvement and implementation of early intervention, educational, and transitional services and results for children with disabilities and their families.

B. The general welfare of deaf and hard-of-hearing individuals is promoted by:

1. Bringing to such individuals an understanding and appreciation of the films and television programs that play an important part in the general and cultural advancement of hearing individuals.

2. Providing, through those films and television programs, enriched educational and cultural experiences through which deaf and hard-of-hearing individuals can better understand the realities of their environment.

3. Providing wholesome and rewarding experiences that deaf and hard-of-hearing individuals may share.

C. Federal support is designed:

1. To stimulate the development of software, interactive learning tools, and devices to address early intervention, educational, and transitional needs of children with disabilities who have certain disabilities;

2. To make information available on technology research, technology development, and educational media services and activities to individuals involved in the provision of early intervention, educational, and transitional services to children with disabilities;

3. To promote the integration of technology into curricula to improve early intervention, educational, and transitional results for children with disabilities;

4. To provide incentives for the development of technology and media devices and tools that are not readily found or available because of the small size of potential markets;

5. To make resources available to pay for such devices and tools and educational media services and activities;

6. To promote the training of personnel to; (a) provide such devices, tools, services, and activities in a competent manner; and (b) to assist children with disabilities and their families in using such devices, tools, services, and activities; and

7. To coordinate the provision of such devices, tools, services, and activities (a) among state human services programs; and (b) between such programs and private agencies.

FUNDING

The Secretary shall make grants to, and enter into contracts and cooperative agreements with, eligible entities to support activities described in the following. This program contains two separate authorities: Technology Development, Demonstration, and Utilization; and Educational Media Services. There are no separate authorization levels for these two authorities.

KINDS OF ACTIVITIES SUPPORTED

A. **Technology Development, Demonstration, and Utilization** supports activities such as:

1. Conducting research and development activities on the use of innovative and emerging technologies for children with disabilities.

2. Promoting the demonstration and use of innovative and emerging technologies for children with disabilities by improving and expanding the transfer of technology from research and development to practice.

3. Providing technical assistance to recipients of other assistance under this Section, concerning the development of accessible, effective, and usable products.

4. Communicating information on available technology and the uses of such technology to assist children with disabilities.

5. Supporting the implementation of research programs on captioning or video description.

6. Supporting research, development, and dissemination of technology with universal-design features, so that the technology is accessible without further modification or adaption.

7. Demonstrating the use of publicly-funded telecommunications systems to provide parents and teachers with information and training concerning early diagnosis of, intervention for, and effective teaching strategies for, young children with reading disabilities.

B. **Educational Media Services** supports activities such as:

1. Educational media activities that are designed to be of educational value to children with disabilities;

2. Providing video description, open captioning, or closed captioning of television programs, videos, or educational materials through September 30, 2001; and after FY 2001 providing video description, open captioning, or closed captioning of educational, news, and informational television, videos, or materials;

3. Distributing caption and described videos or educational materials through such mechanisms as a loan service;

4. Providing free educational materials, including textbooks, in accessible media for visually impaired and print-disabled students in elementary, secondary, post-secondary, and graduate schools;

5. Providing cultural experiences through appropriate nonprofit organizations, such as the National Theater of the Deaf, that: (a)

enrich the lives of deaf and hard-of-hearing children and adults; (b) increase public awareness and understanding of deafness and of the artistic and intellectual achievements of deaf and hard-of-hearing persons; or (c) promote the integration of hearing, deaf, and hard-of-hearing persons through shared cultural, educational, and social experiences; and

6. Compiling and analyzing appropriate data relating to the activities described in paragraphs 1 through 5.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were two support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes, they are listed with their FY 1997 appropriations (in millions) as follows:

♦ Special Education Technology	$9.99
♦ Media and Captioning Services	$20.03
TOTAL	$30.02

CEC RECOMMENDS

CEC recommends an appropriation of $44.90 million in FY 2000. This authority contains both the technology and media services programs. Activities under media services—including video description and captioning—are vital to ensure information accessibility for all Americans. The potential of technology to improve and enhance the lives of individuals with disabilities is virtually unlimited. Progress in recent years has demonstrated the need for intensified support to facilitate technological development and innovation into the twenty-first century.

EDUCATION OF GIFTED AND TALENTED CHILDREN

(The Jacob K. Javits Gifted and Talented Students Act of 1988)

GIFTED AND TALENTED

APPROPRIATIONS
(in millions)

FY 2000 Authorization	FY 2000 CEC Recommendation
such sums	$20.0

AUTHORIZING PROVISION

The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is authorized under the Elementary and Secondary Education Act of 1965, Title X, Part B, as amended, 20 U.S.C. 8031-8037.

PURPOSE

The purpose of this Act is to build the nation's capacity to meet the special education needs of gifted and talented students in elementary and secondary schools. The program focuses on students who may not be identified and served through traditional assessment methods, including economically disadvantaged individuals, those with limited English proficiency and individuals with disabilities.

FUNDING CONSIDERATIONS

During the 1994 reauthorization of the Act, the purposes of the program were expanded while the authorization level was cut from $20 million to $10 million for FY 1995. Since 1992, the appropriation for this program has deflated from $9.7 million to $6.5 million. At a time when the Council for Exceptional Children, the Association for the Gifted, and the Division for Culturally and Linguistically Diverse Exceptional Learners are focusing efforts on disproportionate representation in gifted programs, the Administration and Congress have gutted this program, which attempts to address this serious issue. While there are separate federal programs to assist Hawaiian Natives and Alaskan Natives who have gifts or talents, there are no such funds for other under served groups.

The Clinton Administration's request has fallen from $10 million in 1995 to $6.50 million for 1999. The $6.50 million request for 2000 is unacceptable, and demonstrates disregard for under served populations of gifted and talented children by an administration that claims to be concerned about equity and educational opportunity for all. The Administration has fought valiantly for some types of education funding, but has allowed its investment in the nation's gifted and talented students to erode, even in light of data suggesting that the U.S.'s highest performing students do not compare favorably to the top students from other countries.

KINDS OF ACTIVITIES SUPPORTED

The "Javits Act" provides grants for demonstration projects and a national research center. The demonstration projects are for personnel training; encouraging the development of rich and challenging curricula for all students; and supplementing and making more effective the expenditure of state and local funds on gifted and talented education. The National Center for Research and Development in the Education of the Gifted and Talented Children and Youth conducts research on methods of identifying and teaching gifted and talented students, and undertakes program evaluation, surveys, and the collection, analysis, and development of information about gifted and talented programs.

CEC RECOMMENDS

While the quality of most projects funded through the program have been quite good, the dwindling appropriations threaten to make this program insignificant. This would be very unfortunate, as the work carried out under this program has greatly increased our national understanding of how to address the needs of under served gifted students. The work of the research center has answered many questions, but raised others that must be answered by future study in order to fulfill the mission of the Act. Federal projects that develop and demonstrate best practices in training, developing curricula and programs, and implementing educational strategies must continue to lead the way for states, districts, and schools. In order to regain the momentum that has been lost under the Clinton Administration, an expenditure of $20 million is needed in FY 2000.

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